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Designing English Syllabus for Multilingual Students at Pesantren Schools

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Abstract

The complicated language curricula adopted by *pesantren* schools in Indonesia led to the overlapping and unwell-arranged of the English course material. Therefore, this study attempted at exploring the students' need for designing the English syllabus to the multilingual

students. This study employed the research and development (R&D) approach using the model of Borg & Gall. The instruments used in collecting data were the questionnaire of need analysis and interview with 90 students which selected randomly from three of *pesantren* schools (*Pesantren Modern IMMIM*, *Pesantren Pondok Madinah*, and *Pesantren Darul Arqam Muhammadiyah Gombara*) in Makassar, Indonesia. The data have been analyzed descriptively using SWOT analysis to identify the internal and external critical factors seen as an important to achieve the objective. The results found that the English syllabus for the multilingual students will be designed by adjusting the multilingual material to the existing language syllabi. It will be different in some of the competencies, types of language, the content of the topics and the context of dialogues, learning activities, and exercises. It mostly focused on verbal and listening skills, while writing and reading were the complement skills. These findings will contribute further to develop the lesson plan and course book for language learning at *pesantren* schools.

Keywords: designing, English syllabus, multilingual, *pesantren* schools

Introduction

Pesantren Schools or Islamic boarding school is an educational institution that has its roots on the Hindu-Islamic educational system which was founded by Ki Hajar Dewantara as the indigenous education system in Indonesia from 1062 (Yasmadi, 2002; Daulay, 2009; Madjid, 2013; Nizar, et al, 2013; Engku, et al, 2014; Bin Tahir, 2017). After the colonization era, its educational system was modernized by employing two foreign languages teaching for its students (Tahir, 2015; Amri et al., 2018). Besides the Indonesian and local languages, the schools also provided the Arabic and English as a compulsory subject at *pesantren*. Both languages are used in daily communication inside of *pesantren* schools. The obligation to use foreign languages in this school was intended to improve the students' knowledge of Islamic study and science through their language skill.

Most *pesantren* schools have complicated curriculum, where they adopted two or three kinds of curricula; Minister of National Education curriculum (KEMENDIKBUD), the Ministry of Religious Affairs curriculum (KEMENAG), and *Pesantren* curriculum. The three curriculums were implemented separately on a specific day, different schedule, and with different teachers (Tahir, 2015). Likewise, in language curriculum of *pesantren*, the students were compelled to learn hard in fulfillment the need of the curriculums. It shows that students feel confused about learning Indonesian, Arabic, English, and local languages based on three curricula with different schedules, teachers and books. *Pesantren* schools also face several

obstacles in managing the schedule of language teaching, and they need more teachers to teach these languages, while most of their teachers have multilingual competencies that can be empowered in language teaching to fulfill the need of *pesantren* vision and mission.

Some relevant studies investigated the *pesantren* environment, but they still focused on the method of languages teaching and learning (Melor et al., 2012; Bin Tahir, S, 2011), some researchers studied the aspect of linguistics and sociolinguistics involved to the speech style, code-mixing and switching, and bilingual learning at *pesantren* (Hanidah, 2009; Rhohmatillah, 2013; Tantri, 2013), and some others who discussed on teaching morality, teaching *Kitab Kuning*, and religious learning (Lukens-Bull, 2000; Van Bruinessen, 1994; Zakaria, 2010: 45), and some others explore the multilingual lecturer's competence and multilingual teaching and learning (Bin-Tahir & Rinantanti, 2016, Bin Tahir, 2017). However, those studies did not consider in-depth yet on multilingual education that occurred at *pesantren*. These reasons awaken the researcher's heart to research multilingual education and multilingual material development for *pesantren*'s students. This research is crucial to problematize and to solve the problems faced by *pesantren* in maintaining its quality through mastery of foreign languages, arranging multilingual teaching and learning, minimizing the recruitment of language teachers, improving their students' competence in the spoken multilingual, and economizing the cost that will be spent by students for buying some books. It also could be put forth as a model of multilingual education by the Indonesian government to perpetuate the local Indonesian languages from extinction.

Designing Syllabus

Generally, a syllabus is defined as “a course of study offered by a learning institution in a specific period” (Debin and Olshtain, 1986). Krahnke (1987) stated that syllabus is often either set out by an [exam](#) board or prepared by the [professor](#) who supervises or controls the course quality. Other authorities have considered a syllabus to be a collection of topics on the same subject matter that is required to meet the course objectives. Farrant (1980) defined a syllabus as “a series of statements of what is to be learned.”

The syllabus is an expression of ideas about the nature of language and learning; it acts as a guide for teachers and students by providing several goals to be achieved. Hutchinson and Waters (1987) define the syllabus simply as a statement about what must be learned. It is reflecting the language and linguistic performance.

It is a somewhat traditional interpretation of syllabus focusing as it does on outcomes rather than process. The syllabus can also be seen as "a summary of the content that students

will express" (Yalden, 1987). For this unit, a syllabus will be defined as a course outline comprising a collection of topics on the same subject matter and a series of statements of what is to be learned within a given time frame (Bin Tahir, 2013).

Ideally, the syllabus is developed based on needs analysis conducted by a group of the teacher in collaboration with needs analysts/experts and a team of curriculum development. Approaches used in developing syllabus can be analytic or synthetic approach technically; the steps of syllabus design cover the following: 1) Planning; 2) Dissemination; 3) Implementation; 4) Evaluation; 5) Revision.

The steps can be reflected in the following figure: Systematic Model for Syllabus Design (Brown, 1996). The steps in developing syllabus: 1) Planning and Specification stage: a) Identify existing content standard, resourceful materials, and textbooks; b) Use the information collected through needs analysis related to students' background knowledge and expectation; c) Identify competencies given in the content standard (competence standard and basic competencies); d) Identify contents in basic competencies (instructional contents and competencies); e) Analyze core contents, using 'learning task analysis', to identify both grammatical elements/textual meanings and Ideational meanings (main ideas, supporting ideas etc.) by considering: three learning domains as suggested in the goals of teaching English (cognitive/intellectual skills, psychomotor, and affective domains); supporting competencies, e.g. linguistic, socio-cultural, and discourse competencies explicitly or implicitly; f) Decide evaluation tools by considering the formulated indicators; g) Determine time allocation by considering, indicators, material coverage, students 'prior knowledge/level. h) Determine the learning resources used. 2) Dissemination and Implementation stage: a) Develop testing (e.g., Pre-test, Formative test, and Achievement); b) Develop teaching materials; c) Train teachers or socialize the syllabus and its components; d) Conduct on-going evaluation of the program implementation. 3) Evaluation and Revision Stage.

There is a large amount of material to disseminate when considering the syllabus design. The various approaches described here offer valuable insights for developing language learning programs. Synthetic structuralism, situational and functional-notional approaches have goals to be achieved, content to be processed and studied. The foundation of the product syllabus remains essentially the same, while the underlying assumptions about language and language learning from the analytical approach differ significantly: the process type syllabus states that language learning is temporary and cannot be specified; Pedagogical procedures take precedence over content. All of these methods will be reviewed and adopted for multilingual learning which positively contributes to the theory and multilingual teaching.

Method

This research applied research and development (R&D) approach using R&D model by Borg and Gall (1983) to develop and validate the educational products that are the multilingual learning syllabus, lesson plan, and course book for *pesantren*'s students. According to Borg and Gall (1989), educational research and development (R&D) is a process used to develop and validate the educational product. It means a series of research measurement and development carried out cyclically, and every step that is always referring to the results of previous steps until eventually gained a new educational product. The present study only employed two phases of R&D by Borg & Gall; they are 1) Research and information collection. This stage involved need analysis, literature study, examines recent previous findings related to the product will be developed, and 2) Planning. This phase covered identification of skills and teaching and learning method.

The researchers pick out three of *pesantren*; they are; *Pesantren of IMMIM*, *Pesantren Pondok Madinah*, and *Pesantren Darul Arqam Muhammadiyah Gombara* purposively about some criterion which was considered as modern *pesantren* that have already the well-known and famous reputation of its performance. Those *pesantren* have been chosen as research subjects by the consideration that these schools have an exciting linguistic tradition. There were two intensive foreign languages have been taught in the schools, namely Arabic and English and using those languages actively in daily communication. Besides, the students generally come from various tribes in the east of Indonesia with different ethnics and languages, namely Buginese, Makassarese, Mandarnese, Kailimantanese, Gorontaloese, Banjarnese, Ambonese, Papuanese and Javanese that made *pesantren* became multilingualism community.

Those *pesantren* have 1.659 students in six levels of grade with 36 classes and 35 languages' teachers. The total population was 1.694. Thus, the researcher randomized the population into 90 sample size with confidence levels and confidence intervals for random samples (Cohen et al., 2007; Gay et al., 2006) to obtain data of students' need in designing the English syllabus for *pesantren* students.

The questionnaire applied the questionnaire of need analysis which aims to know the need of students of *pesantren* schools in designing the English syllabus. The researcher also used the observation and interview. The observation of this research used moderate participant to collect the data; the researcher participated actively in some activities, not in full activities. The researcher interviewed the students of *pesantren* schools using voice recorder. Type of the interview was a semi-structured interview in which some questions have been prepared before interviewing, and some additional questions have been asked on the spot.

The data gained from the questionnaire of need analysis have been analyzed using SWOT Analysis that stand for Strengths, Weaknesses, Opportunity, and Threats. It implies a structured planning method to evaluate those four elements of a project or an organization. A SWOT analysis can be conducted for companies, products, places, industries or people. It intended to determine the purpose of a project and identify internal and external factors that are profitable and not profitable to achieve a better goal (Humphrey, 2005; Armstrong & Taylor, 2014).

Results

The statement/questions number 1 to 4 explored the objective domain of English learning at *pesantren* schools which covering the intention, goal, and priority of learning as can be described in figure 1.

The figure 1 shows that most students' purposes to learn English was to communicate with the native or non-native speaker (38.8%), future-oriented in getting a job (32.2%) and for learning and acquiring knowledge (28.8%), so they eager to improve their speaking skill (50%) and listening skill (23.3%), they wish to learn the most applicable language that is nonformal language to support their daily communication (50.2%) that complemented by formal language (47.7%). The prioritizing component of learning material covered the daily vocabulary and the daily dialogue or conversation (50.2%) which complimented by spelling (30%). The data could be summarized descriptively by using SWOT analysis as follows.

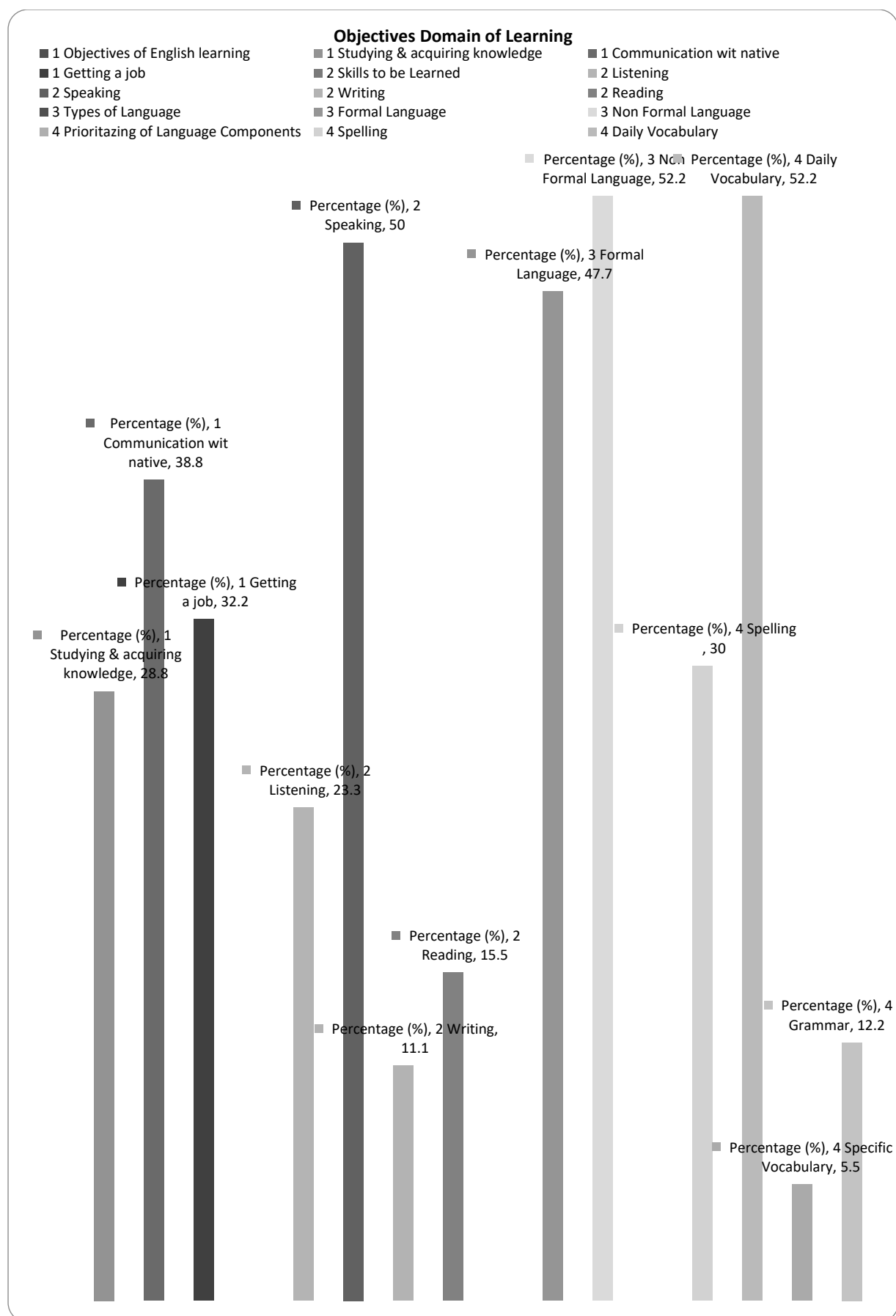


Figure 1: The Objectives Domain of Learning

Table 1: SWOT Analysis in Objectives Domain of Learning

Internal Evaluation	STRENGTH	WEAKNESS
External Evaluation	a. The need to communicate with the native or non-native speaker is the primary purpose of learning that could be reached through speaking skill.	a. Not oriented to the future which is to acquire knowledge and get a job.
	b. The nonformal language or spoken language is the most popular language used by the native.	b. It is decreasing other language skill such as writing and reading.
	c. Teaching the daily dialogue is the practical way in speaking.	c. The tendency to leave the grammar so that the students do not understand the grammar of language well.
OPPORTUNITY	STRATEGY (S – O)	STRATEGY (W – O)
a. The students can speak or communicate in foreign languages fluently.	a. Preparing the learning material with formal and non-formal language to accommodate the need of the curriculum.	a. Preparing the syllabus including some of the other skills of language such as writing and reading.
b. The students can communicate smoothly and be close to the native speaker in the way of non-formal language.	b. Providing the material with daily dialogue in the form of the formal and non-formal language.	b. Providing the syllabus that consists of daily vocabulary, spelling, and grammar.
THREAT	STRATEGY (S – T)	STRATEGY (W – T)
a. The test questions of school test, TOEFL, IELTS, and national	a. Preparing the learning material with formal and non-formal language to	a. Preparing the syllabus including some of the other skills of language

examination consist of formal languages such as reading and grammar.	accommodate the need of the curriculum.	such as writing and reading.
b. The tendency to ignore the other skills of language or the students will have a simple level in writing and reading skills.	b. Providing the material with daily dialogue in the form of the formal and non-formal language.	b. Providing the syllabus in that consist of daily vocabulary, spelling, and grammar. c. Evaluating the content of the syllabus per semester.

Based on the SWOT analysis, it can be concluded that the need to communicate with the native or non-native speaker through learning the nonformal language or spoken language. Even there were some weaknesses in the strength; the *pesantren* schools still have the more opportunity to manage and realize the learning through developing the interested syllabus that accommodates some compliment materials to the current of students' need and their future-oriented in getting a job and knowledge.

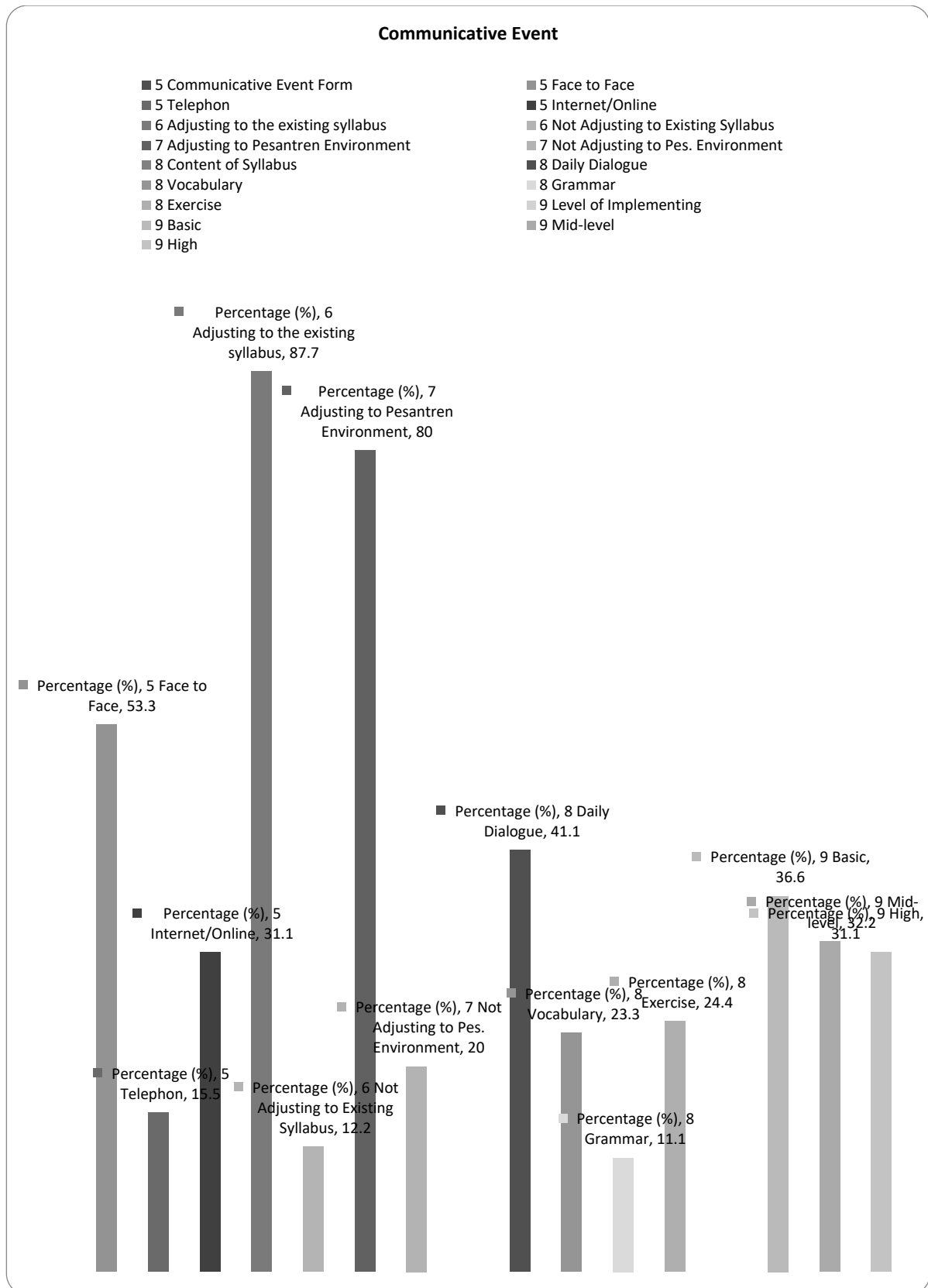


Figure 2: The Communicative Event

The figure 2 shows that most students need to learn in face-to-face form of communication (53.3%), syllabus must be adjusted to the existing syllabus from the ministry

(87.7%), adjusting the topic and content material based on daily communication inside the *pesantren* campus (80%) for their daily dialogue or communication (41.1%) started from the first level (36.6%). The data could be summarized descriptively by using SWOT analysis as follows.

Table 2: SWOT Analysis in Communicative Event of Learning Program

Internal Evaluation	STRENGTH			WEAKNESS		
	a. Face to face communication is the most needed in learning syllabus.			a. The face to face dialogue and communication will hinder some introvert students.		
External Evaluation	b. Adjusting learning syllabus to the existing syllabus.			b. Reducing the teachers' creativity in designing the syllabus.		
	c. Adjusting the material to the context and environment of <i>pesantren</i> .			c. The limited scope of language acquisition in the context of <i>pesantren</i> only.		
	d. The syllabus content including daily dialogue, vocabulary, grammar, and exercise.					
	e. The syllabus addressed to the beginner learners.					
OPPORTUNITY		STRATEGY (S – O)		STRATEGY (W – O)		
a. The students will be used to communicate face to face with interlocutors.		a. Preparing the dialogue with the standard grammar.		a. Providing the practicing chances through exercise by peer to make the introvert students feel confident.		
b. Mastering the daily of dialogue.		b. Arranging the learning dialogue in formal and nonformal language.		b. Providing the syllabus content based on the basic syllabus competence.		
c. The creation of students' capabilities from an early age.		c. Starting the program from beginner then mid-level.				
THREAT		STRATEGY (S – T)		STRATEGY (W – T)		

-
- | | | |
|--|---|---|
| a. The lack of students' confidence. | a. Insertion some content of the syllabus out of the pesantren context in several topics. | a. Providing the practicing chances through the exercise in the syllabus by peer to make the introvert students feel confident. |
| b. The students feel bored with the limited scope of learning. | b. Providing the exciting layout, content, and material of syllabus. | b. Providing the interesting syllabus content to avoid the boredom. |
| | | c. Evaluating the syllabus content and material. |
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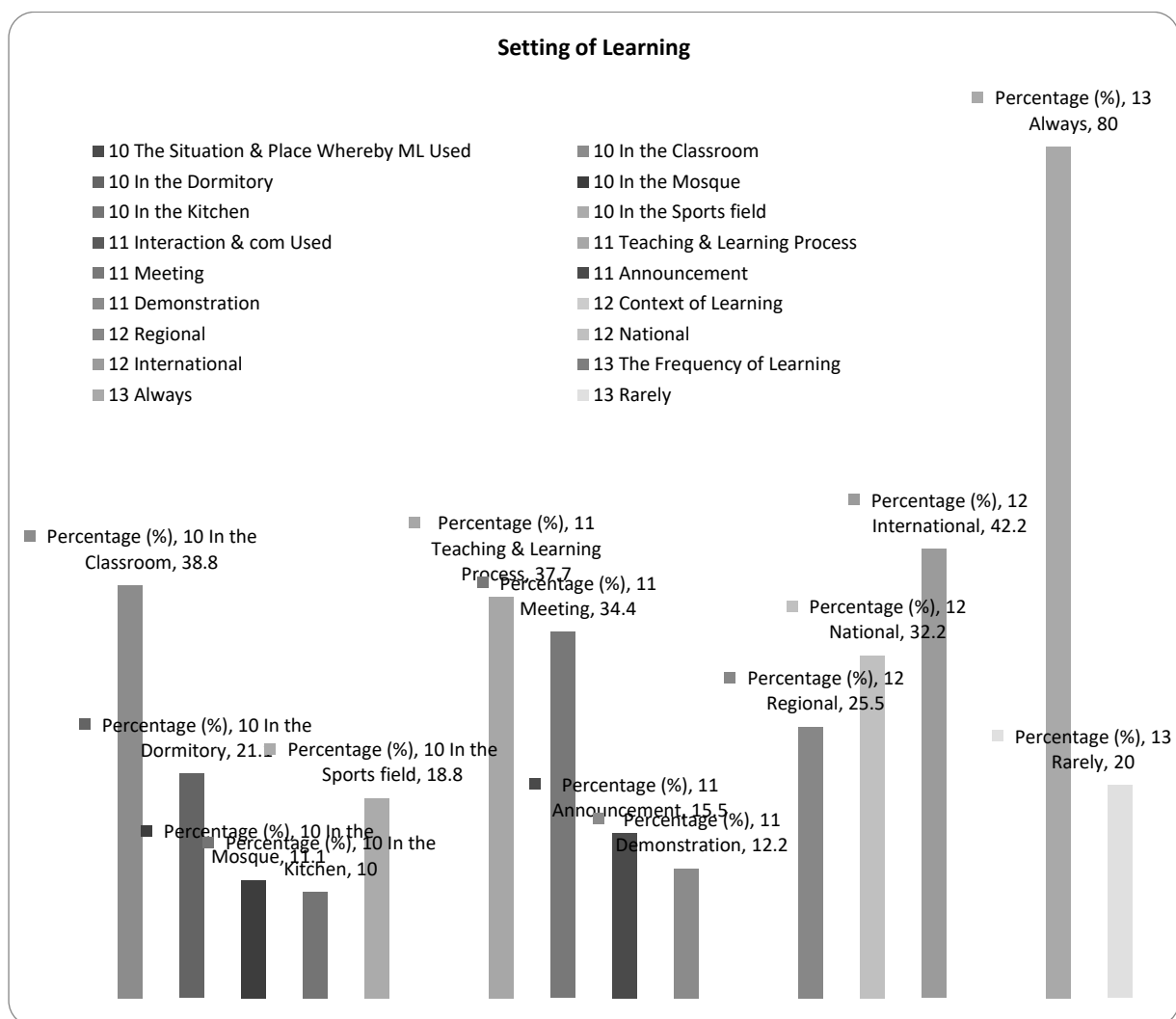


Figure 3: Setting of Learning

The figure 3 shows that most students chose the classroom as the place to implement the learning at *pesantren* (38.8%) dealing with the interaction and communication inside the classroom (37.7%), they wish to learn the international communication purpose (42.2%) by the intensity of learning (80%). The data could be summarized descriptively by using SWOT analysis as follows.

Table 3: SWOT Analysis in Setting of Learning Program

Internal Evaluation	STRENGTH	WEAKNESS
	a. Supporting of the <i>pesantren</i> environment. Pesantren environment is the location whereby the communication occurred. b. Teaching and learning process and meeting are the most duration of communication occurrence. c. The context of the learning needed is international-oriented. d. The high frequency of multilingual used.	a. No rule governs the language used in communication inside the <i>pesantren</i> environment. b. The absence of strict punishment to the student who does not use a foreign language in daily communication. c. The lack of students' awareness in communication using foreign languages inside <i>pesantren</i> environment.
External Evaluation	OPPORTUNITY	STRATEGY (W – O)
	STRATEGY (S – O)	
	a. The creation of the communication atmosphere in <i>pesantren</i> . b. The learning model for other schools and institution.	a. Making a <i>pesantren</i> environment as a communication atmosphere. b. Inviting a native speaker to practice the students' communication in online or factually.
		a. Recommending to <i>pesantren</i> stakeholder in making the rule that governs the students' communication inside <i>pesantren</i> environment. b. Providing input to <i>pesantren</i> stakeholder

c. The creation of international cooperation and good relations individually and agencies.	c. Maintaining evaluating sustainability communication pesantren.	and the of at	about the educated-sanctions for the student who break the rule. c. Giving regard for active and successful students. d. Evaluating the rule and sanction quarterly.
THREAT	STRATEGY (S – T)		STRATEGY (W – T)
a. The existence of the children protection laws.	a. Creating a habit of speaking at the pesantren environment.	a. Providing input to pesantren stakeholder about the educated-	sanctions for the student who break the rule.
b. The strict schedule of formal spoiled and dissident behavior on the part of students.	b. Giving motivation to the students through a native speaker relation so that they are genuinely felt the benefits of acquiring English.	b. Giving regard for active and successful students.	c. Evaluating the rule and sanction quarterly.
c. The lack of students' awareness of communication.			

Based on the SWOT analysis, it can be concluded that the supporting of *pesantren* environment, the implementing of English teaching in the learning process, the future-oriented of foreign languages learning, and the high frequency of learning occurrence at *pesantren* environment. Even there were some weaknesses in the strength, the *pesantren* schools have the more opportunity to manage and realize the learning program through the developing of the interested syllabus that accommodates some compliment materials to the current of students' need, their future-oriented in getting a job and knowledge by strict assessing and evaluating the progress of learning program quarterly. The most urge was providing input to pesantren stakeholder about the educated-sanctions for the student who break the rule.

Discussion

Based on the need analysis, observation, and schools' document analysis results, the researcher found some benefit and limitation in the existing syllabus adopted by *pesantren*

schools and the researcher then propose some solutions to the learning syllabus that appropriate to improve the students' spoken competence as follows.

Table 4: Proposing Multilingual Learning Syllabus for Pesantren Schools

No	Existing Syllabus			Proposed Syllabus
	English	Arabic	Indonesian	Multilingual
1	National syllabus based on Curriculum 2013	Kemenag syllabus Curriculum 2013	National syllabus based on Curriculum 2013	Adjusting to the existed syllabus by combination and integrated syllabus
2	Listening, speaking, reading, and writing skills	Listening, speaking, reading, and writing skills	Listening, speaking, reading, and writing skills	Most focused on listening and speaking, while writing and reading are the complement skill
3	Elementary level	Elementary level	Elementary level	Elementary level
4	British, American, and local dialect	British, American, Arabic Fusha, and local dialect	Indonesian and local dialect	British, American
5	Formal language genre	Formal language genre	Formal language genre	Formal and non-formal language genre
6	Book and audio	Book and audio	Book and audio	Book and audio
7	General topic	General topic	General topic	Specified on daily speech and pesantren environment
8	Unarranged topic well	Unarranged topic well	Unarranged topic well	Rearranging the topic based on daily

				communicating occurrence
9	Respond the meaning on transactional dialogue (to get things done), give commend and prohibition	Identify the Arabic letter and kinds of words in the introduction text, listening to the dialogue in the introduction	Conclude/ summary the content of information based on the text	Listening to, speaking about greeting, self-introduction in peer, memorizing common phrases and vocabulary, practicing then summarize the content of the lecture
10	Asking, giving information, thanks, and apologize A : Where's the book? B : It's there. A : Thank you. B : You're welcome	Find the standard information on the text of greeting, personal pronoun, and demonstrative	Rewrite the information on the text	(Listening and speaking) Asking information, giving suggestion about health and location using demonstrative words, thanks and apologize, memorizing common phrases and vocabulary, redemonstrating in peer conversation
11	Respond to the meaning on a short functional text. Keep closed! Things to buy: Sugar Flour	Responding the idea on the short dialogue of greeting, pronoun, demonstrative	Telling the most impressed experiences using the correct sentences	(Listening and speaking) Giving command and prohibition based on pesantren context, giving instruction and short announcement, memorizing common

	Meat Butter			phrases and vocabulary, retelling the instruction and announcement
12	Respond to the idea in a short functional text. Congratulations Well done! Announcement!	Make a short dialogue on introduction using greeting, pronoun, demonstrative	Delivering the announcement with correct accent and intonation	(Listening and speaking) Expressing needs, desires, and wants, shopping at pesantren canteen or bookstore, memorizing common phrases/ vocabulary and practicing
13	Greeting, giving command and prohibition	Delivering information orally	Find certain words meaning on the dictionary through reading activity	(Listening and speaking) Talking about classroom activities using simple sentences, memorizing common phrases/vocabulary
14	Asking, giving information, thanks, and apologize	Writing and completing the words correctly	Conclude the content of the text after quick reading	(Listening and speaking) Talking about dorm activities, memorizing common vocabulary
15	Short text, Instruction, Shopping list, Announcement (Give an instruction based	Writing the information in a short sentence and dictation	Reading several texts with correct accent and intonation	Asking hobby and interest, memorizing common related vocabulary, and practicing

	on the picture shown)			
16	Short text, Instruction, Shopping list, Announcement (Give an instruction based on the picture shown)	Make a short dialogue on introduction using greeting, pronoun, demonstrative	Writing a diary on personal experience	(Listening and speaking) Talking about daily activities and experiences using simple sentences, memorizing common phrases/vocabulary
17	Reading text aloud with correct accent and intonation	Delivering the information orally using greeting, pronoun, demonstrative	Writing a letter	(Listening and speaking) talking about Islamic rule; prayer, fasting, reciting the holy Quran. memorizing common vocabulary, and practicing
18	Reading a short text, instruction, shopping list, announcement (Read the text and choose the correct answer)	Reading text aloud with correct accent and intonation	Writing announcement text	(Listening and speaking) making short conversation in the field sporting; football, basketball, etc, memorizing common vocabulary and practicing with peer
19	Reading a short text, Instruction, Shopping list, Announcement (Complete the	Identification the words, adjective, color, and simple sentences	Find an exciting idea of the folktale or short story	(Listening and speaking) Retelling the phenomena and events inside pesantren,

	blank spaces of the following text)			memorizing common related vocabulary, and practicing with peer
20	Reading a short text, Instruction, Shopping list, Announcement (Complete the blank spaces of the following text)	Find the standard information in the short text about the school	Adjusting the content of the story to the recent context	(Listening and speaking) Retelling the holiday experiences outside the pesantren, memorizing common related vocabulary, and practicing with peer

Based on table 4, it found that the solution of the complicated curricula adopted by *pesantren* schools could be overcome by adjusting the syllabus to the existing syllabus form. This will differ in several competencies, types of languages, and topic content, the context of dialogues, and learning activities as can be seen in the following figure.

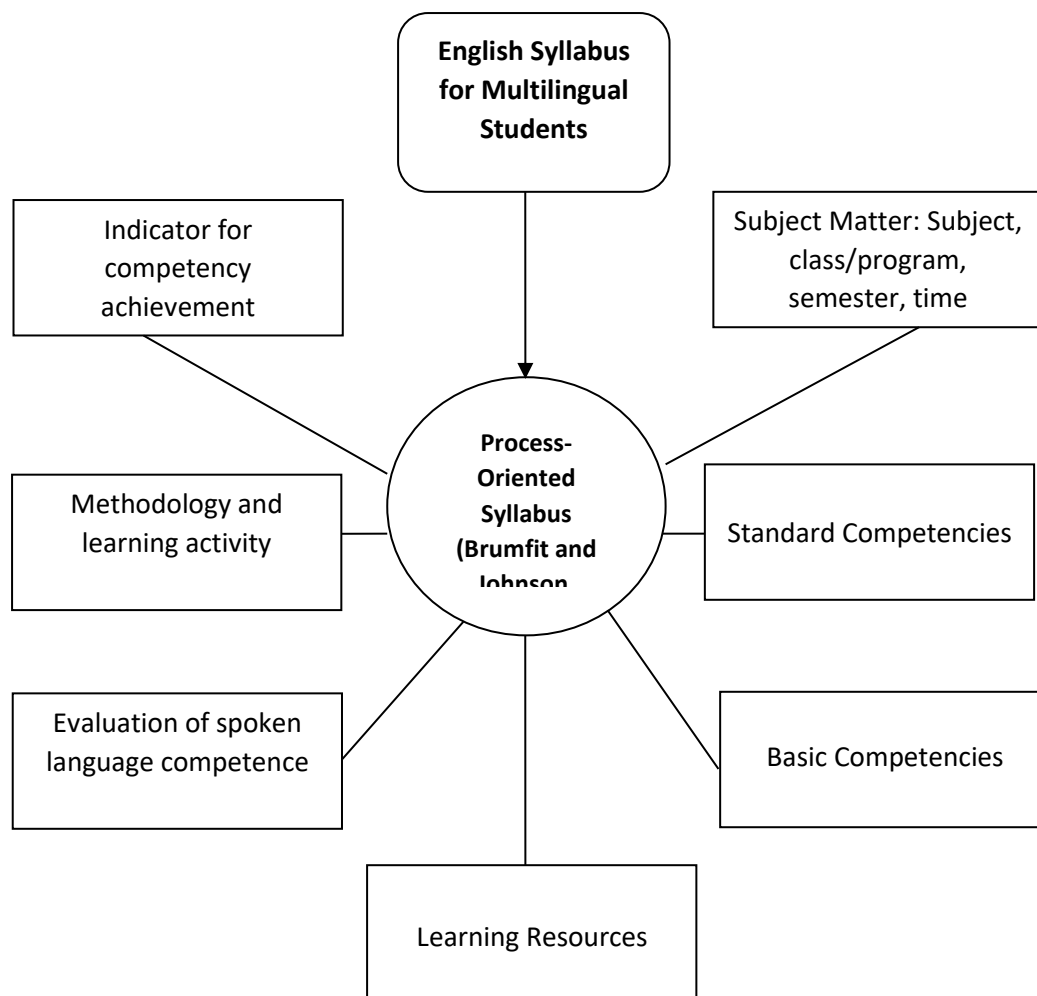


Figure 4: English Syllabus for Multilingual Students

Figure 4 shows that the English learning syllabus designed by adopting, adapting and adjusting to the existing syllabi proposed by Brumfit & Johnson (1979) that was used at *pesantren* schools to make teachers ease to rearrange it by themselves. Thus, the syllabus consists of the subject matter such a) Title of the lesson; b) Class/ Semester; c) Program (especially for Senior High); d) Theme; and e) Time allotment. It also consisted of standard competency, basic competency, an indicator of achievement, method and activity, evaluation, and material resources.

These findings inspired the researcher in designing the English learning syllabus for the multilingual students who mostly focused on listening and speaking skills while writing and reading skills are the complement skill. Thus, the researchers designed syllabus using British and American which including the formal and non-formal language genres. It specified on daily speech and *pesantren* environment, so the researcher is also rearranging the topic based on the daily communication occurred at *pesantren* atmosphere. To gain the objective of

learning and to improve the students' speaking skill, the material contained some activities, for instance, listening to, speaking about greeting, self-introduction in peer, memorizing common phrases and vocabulary, practicing then summarizes the content of the lecture.

Conclusion

The students' needs shown that most students' purposes to learn English was to communicate with the native or non-native speaker (68.8%), future-oriented in getting a job (62.2%) and for learning and acquiring knowledge (48.8%) so they eager to improve their speaking skill (80%) and listening skill (53.3%), they wish to learn the most applicable language that is non-formal language to support their daily communication (75.2%) that complemented by formal language (57.7%). The prioritizing component of learning material covered the daily vocabulary and the daily dialogue or conversation (90.2%) which complimented by spelling (70%). Thus, they felt the need to the appropriate syllabus (66.6%).

The syllabus was designed by adjusting the material to the existing language syllabi. It will be different in some of the competencies, types of language, the content of the topics and the context of dialogues, learning activities, and exercises. It mostly focused on spoken and listening skills, while writing and reading skills were the complement skill. Thus, the researchers designed the syllabus using British and American which including the formal and non-formal language genres. It specified on daily speech inside the *pesantren* environment, so the researcher is also rearranging the topic based on the daily communication occurred at *pesantren* atmosphere.

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Designing Web-Based English Listening Instruction. An Analysis of Indonesian University Student's Needs

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Abstract

A need analysis will help teachers to plan and arrange a learning program more success by filling the gaps of what a language learning lacks. Therefore, this study attempted to explore the students' needs in English listening instruction based on the web. It applied a phase of research and development (R&D) using the ADDIE model. The questionnaire of need analysis and interview were the techniques of data collection. The questionnaire consisted of 30

questions to obtain data on students' needs for the web-based listening instruction and the interview employed semi-structured interview to confirm data on the questionnaire. The data collection have been analyzed descriptively. The results found that the designing of web-based English listening instruction should be online, authentic, interesting, clear of the audio, easy to use and access, interactive, formal and informal learning, supporting the students' academic and non-academic performances, exposing the global issue, specifying for the beginner level, containing the vocabulary spelling and pronunciation, and evaluating via online. Those findings will contribute much information and references to the teachers, practitioners, and researchers themselves in designing and developing the web-based English instruction.

Keywords: web-based instruction, designing, listening, need analysis

Introduction

The World Wide Web (WWW) is becoming a powerful and dynamic medium for delivering instruction. The WWW has emerged rapidly to become the premier electronic medium. Many institutions have adopted the WWW as one of the available delivery methods for learning activities. The Web provides opportunities to develop new learning experiences for students not possible. Furthermore, Alexander (1995) stated that the Web is a medium of learning and instruction. It has the potential to support the creation of well-designed resources, such as Web-based instruction.

Some previous studies found that students were more enjoyable in learning through Web-based instructional materials. They appreciate the freedom provided in using a computer to do experiments, spend some hours to work a task, and enjoy testing out a new experience (Nguyen & Kulm, 2005; Galbraith & Haines, 1998; Chi, Lewis, & Reimann, 1989; Reif, 1987; Aminah, 216). Web-based instructional materials include potentially powerful tools for enhancing teaching and learning processes in education (Hadjerrouit, 2010).

Web-based instructional materials can provide teachers and students with a broad range of new and exciting experiences that sometimes are impossible to duplicate in a traditional classroom. Developments in Web-based learning has provided students with various teaching and learning alternatives that have expanded the educational process from traditional learning to advanced learning (Erdogan, 2008). Learning and instructional tool provided online tend to include a variety of materials (texts, pictures, flashes, music, and videos) and bright packaging. These learning materials attract students' attention and facilitate their acquisition of related language knowledge. Web-based instructional materials as additional resources for teaching

English can promote classroom interaction to maximize opportunities for students to put English to a genuine use and to create a student-centered learning environment.

However, the utilization of the internet at Tadulako University has not yet become a significant requirement for its students in learning. The use of the Web to support the learning process is still very far from the expectation; the activity of surfing is an exclusive activity for most students. The students who apply the internet for information technology are only limited to outside activities as a prosecutor science, for example, to avail the facilities of chat, social media and games. Based on the preliminary data obtained from the interview with some teachers and students at Tadulako University on May 14, 2017, it indicated that most of the teachers are reluctant to integrate their teaching with online resources due to their low ability to use multimedia, as well as unavailable access equipped by University. Whereas, there is a demand that the teacher should have the ability to incorporate technology into instruction deemed to be one of the most relevant professional competencies of teachers (Fisher, 1997; Scheffler & Logan, 1999; Chang, Sung, & Hou, 2006).

Recognizing the problems faced by teachers and university students to create active learning activities at universities especially at Tadulako University, it is necessary to design and develop web-based teaching materials that are capable of enhancing the students' listening skill. Therefore, the researcher will apply varieties different medium/tool in developing materials for English listening skill namely Web-based English instructional materials for improving students' listening skill. To maximize the educational value of WBEIM, researchers in this field designed the Web-based English listening instruction.

Review of Literature

Instructional materials in foreign language teaching refer to a variety of things. These things can be defined as any tool that teachers use to assist their students inadequately learning the target language; means employed to increase students' access to that language; every instrument that contributes significantly to students' progress; whatever is used by teachers and students to facilitate learning; and the key to having influence on what's happening in the class, just to list a few (Brown, 1995; Crawford, 2002; Jones, 2009; Littlejohn, 2012; McDonough, Shaw & Masuhara, 2013; Richards, 2010; Tomlinson, 2008). Instructional materials play a crucial role in an EFL setting. Therefore, teaching materials have put much pressure on teachers, who inevitably have to follow innovative techniques in technology and teaching methods (Suriaman, 2015).

Before the development of instructional materials, need analysis is urgent to be conducted. Therefore, the students' expectation toward the learning is in line and able to be achieved. Brown (1995) identifies the term needs analysis (also called needs assessment) as activities involved in gathering knowledge that will help in developing a curriculum that meets the learning requirements of a particular group of students. The purpose is to fill the "gap" of what a language program "lacks." This definition implies the difference between the need analysis and evaluation. The objective of a needs analysis is to determine the needs of a defined group of people while the assessment determines the extent to which a program meets these requirements. Furthermore, Soriano (1995) states that need analysis collects and analyzes data to determine what "wants" and "needs" to be learned by students, while evaluation measures the effectiveness of a program to meet student needs.

Hutchinson & Waters (1992) define needs analysis by "necessities" and "wants" to classify between what the learners have to know and what the students feel they need to know. The focus here is on the "lacks" that represent the gap between the required proficiency in the target situation and the existing ability of the students. Witkin and Altschuld (1995) define the need analysis as a set of systematic procedures carried out to prioritize and make a decision toward the program or increase organization and allocation of resources. According to this definition, needs analysis must fill the "gap" between the current situation and the desired situation.

The definitions above are based on the concept of need analysis regarding the "necessities," "lacks," "wants," and "gaps." However, all definitions have different interpretations between an expert to another. Therefore, linguists the ESP field have not agreed yet on the exact meaning of the term "need" itself. West (1997) comments on this issue by indicating that the term "need" it lacked a unified definition and remains ambiguous. Richards (2001) stated that the definition of "needs" depends on the perception of those making the judgment. All experts have differences of opinion as to what needs are. Accordingly, the difference between what learners can presently do with the language and what they should be able to do cannot be looked at from one standpoint. It indicates that linguists disagree on the definition, but they all agree that there are external factors that influence the meaning. Factors such as staffing, time, and cultural attitudes should be taken into consideration when conducting a needs analysis.

Method

This research is part of the research and development (R & D) design by applying quantitative and qualitative approaches. According to Gay (1981:10) asserts that the primary purpose of R & D efforts is not to formulate or test theory but to develop a useful product to be used in institutions. He states some products which can be produced by R & D efforts such as teacher-training materials, learning materials, media materials, and management systems. In R & D study, a product is developed to meet specific needs and according to the detailed specification. The product is then field tested and revised until a specified level of effectiveness is achieved (Gay, 2006).

In designing the English listening instruction, the researchers adopted ADDIE approach. ADDIE stands for Analyze, Design, Develop, Implement and Evaluate. The ADDIE Model is an iterative instructional design process, where the results of the formative evaluation of each phase may lead the instructional designer back to any previous phase. The recent study conducts only in two main phases, analyzing and designing. In analyzing phase, the researchers analyze the students' needs and requirements, identify the instructional problem, establish instructional goals and objectives, analyze the characteristic of the students, then analyze pedagogical and learning objectives, analyze the subject matter and design as well as analyze the learning environment. All the information above are obtained by conducting students' need analysis through the questionnaire, interviewing the lecturers, as well as analyzing the theories.

There were 65 students from the first semester of Engineering Department of Tadulako University Palu were involved in gathering information about the present situation, the students' needs, the existing materials that they used during learning general English course, and their expectation toward this course.

The questionnaire is used to carry out students need analysis in order to get information or data from students about their opinion on the present situation of general English course, existing materials used by their teachers and to identify the students' needs and expectation toward the materials of general English course that in line with their needs. The data obtained from the questionnaires are presented quantitative and qualitative data. The quantitative are analyzed by using scoring system of Likert Scale and the qualitative data, regarding comments, critics, and suggestions, are analyzed by using qualitative analysis. To find out students' needs, the researcher offered the items of the questionnaire with variety option which consisted of 4 choices, i.e., hardly never (1), rarely (2), sometimes (3), and often (4). To know the students' existing knowledge the scale to use are (1) not difficult, (2) quite

difficult, (3) difficult, (4) very difficult, and for Students English proficiency the choice is (1) unimportant, (2) less important, (3) important, and (4) very important.

Regarding the data analysis, this research refers to the data analysis provided by Miles and Huberman (1994). Here, the analysis consists of three flows of activity; data reduction, data display, and conclusions; drawing/verifying. From the existing raw data, the data are reduced and selected based on what research requires. The result of data reductions is then presented in the data display from which the data were verified and drawn for the conclusion. The data of research collected from questionnaires were analyzed quantitatively and qualitatively.

Results

This topic refers to the analysis of students' needs for the proficiencies of English skills, materials, and the objectives of learning English listening in General English course, as well as the identification of the results of the analysis.

a. Student's proficiencies need

The language proficiencies needed by the students can be presented in table 1 as follows:

Table 1: Language Skills needed by the students

Statement on Skills	Score	Percent (%)
Listening	56	86.1%
Speaking	58	89.2%
Writing	31	47.6%
Reading	42	64.6%

The importance level of the four language skills is speaking and listening according to the data acquired. Table 1 describes the average score of the language skills in English listening with a percentage of 86.1% and in speaking with a percentage of 89.2%. Thus, the assumption use of both English language skills is very important.

b. Objectives of learning

The main objectives of learning English as a general course are presented in table 2 as follows:

Table 2: The main objectives of learning as a general course

Statement	Score	Percent (%)
To improve students readiness to be able to continue their studies abroad	45	69.2%
To improve students' ability to communicate in English	51	78.4%
To improve students' capability to comprehend English	57	87.6%
To fulfill curriculum requirement	14	21.5%
To enhance the competitiveness of student finding a job after graduation	42	64.6%

The intended purpose of this question is to discover the students' perception of the most appropriate goal for studying English as part of general course. A majority of the students, which is 87.6%, considers that the most suitable goal of teaching English as a general course should be, to improve students' capability to comprehend English. The second priority that should be involved as the goal of learning English is to improve students' ability to communicate in English, and the other aim that cannot be neglected as the students' goal in learning English is to enhance competitiveness in finding jobs after graduation. The findings infer that most of the students expect to be able to comprehend and communicate in English well that would boost their added value to compete in finding jobs.

c. Method of learning

Every student has their preferences on how to acquire knowledge and the learning preference presented in table 3 as follows:

Table 3: The Students' learning preference

Learning Preference	Average	Percent	classification
Self-learning	3.08	76.9%	Important
Learning in a couple	3.03	75.8%	Important
Small group learning	3.11	77.7%	Important
Large group learning	2.82	70.4%	Important
Audio learning	3.09	77.3%	Important

Online/web-based Learning	3.23	80.8%	Important
Learning by listening and speaking	3.37	84.2%	Very important
Learning by listening and speaking reading materials while writing	3.14	78.5%	Important
Learning by repeating what is being listened	3.11	77.7%	Important
Learning by memorizing the conversation	2.92	73.1%	Important
Learning through games and quizzes	3.03	75.8%	Important
Learning through role plays	2.97	74.2%	Important
Learning through western songs	2.94	73.5%	Important
Average score of respondents' reactions	3.06	76.6%	Important

From the above data, it shows that all the 13 learning methods and activities are proven to be important to students with the percentage of 76.6% and with one method – learning by listening and speaking through online or via the web-based learning– to be very important to students with the percentage over 80%.

d. The learning topics needs

The learning topics needed by the students can be described in table 4 as follows:

Table 3: The learning topics need

Learning Topics	Average	Percent	Classification
Education	3.22	80.4%	Important
Arts	2.94	73.5%	Important
Health	3.06	76.5%	Important
Food	2.88	71.9%	Important

Holidays	3.05	76.2%	Important
Language Learning	3.28	81.9%	Very Important
Environment	3.32	83.1%	Very Important
Science & Technology	3.40	85.0%	Very Important
Political System	1.83	45.8%	Unimportant
Sport	3.03	75.8%	Important
Religion	3.32	83.1%	Very Important
Transportation	3.08	76.9%	Important
Travelling	1.83	45.8%	Unimportant
Economics	1.75	43.8%	Unimportant
Media	3.18	79.6%	Important
Society	1.82	45.4%	Unimportant
Fashion	1.68	41.9%	Unimportant
Shopping	1.38	34.6%	Unimportant
Other Topics: Music (Western Songs), Adventure	2.77	69.2%	Important
The average score of respondents' reactions	2.67	66.9%	Important

Students are questioned on their preferred English learning topics and were offered their opinions on 19 learning topics in which they consider important or unimportant. The result reveals that there are four topics that students consider very important as the percentages are over 80% including Language Learning, Environment, Science and Technology and Religion topics. Education, Arts, Health, Food, Holidays, Sport, Transportation, Media and others like Music and Adventure are the learning topics students consider to be important as well. However, there are six topics including Political System, Travelling, Economics, Society, Fashion and Shopping are considered to be unimportant to students with percentages below 50%.

Discussion

The design model that is constructed in this study is generated empirically and theoretically from the literature review as well as combining the results of students' needs. As expected by the students' need that the listening materials presented interactively, attractively,

interestingly and technology-based or in other words through Web-based listening instruction (WBLI). WBLI is one of the best ways to promote student learning. It provides access to instruction anytime and anywhere. Many studies support that learning via WBLI is a very important way to enhance the students' learning ability and their willingness to participate in the classroom (Hinnon, 2007; Duangjai, 2006; Napapong, 2006; Suppasetsee , 2005; Pateepsut, 2004; Bunnag, 2003; Somjai and Supaka, 2003; Dejthongpong, 2002; Suwanbenjakul, 2002; Vate-U-lan, 2001 cited in Saitakham, 2010). The computers and Internet network in classrooms and buildings are provided so the students can learn via Web-based instruction anytime, anyplace, and both inside and outside classroom. The students' expectation is in line with Lan (1999) as cited in Saitakham, 2010) which asserted that a good Web course design would have advantages of technology in creating the learning activities more responsive, relevant, and meaningful to students. Besides, a right Web course should be constructed to reflect the shift from an instructor-centered approach to a student-centered approach (Grunet, 1997).

From the studies that are being done on the effectiveness of Web-based instruction and good pedagogy to the development of Web-based instruction, excellent and effective Web-based listening instruction (WBLI) has the following characteristics (Simmons, 2008): 1) Good WBLI states clear objectives and prerequisites in learner terms, 2) Good WBLI should have consistent design and layout, 3) Good WBLI employs a learner-directed, non-linear approach, 4) Good WBLI is interactive, 5) Good WBLI has a source of motivation for learners, 6) Good WBLI provides frequent practice and immediate feedback, 7) Good WBLI is concise and presents information in small chunks, and 8) Good WBLI should have a variety of style and technique of presentation.

Similarly, the model of the WBLI, which is designed in this study, is designed following the criteria mentioned above. The front page is designed to show the precise objectives of the course by showing the syllabus and user-guidance to accessing the Web. Besides, the front page displays the layout of the WBLI so the users may read and comprehend the content before logging in for the listening subject.

The typical characteristics of the WBLI model proposed in this study are the integration of language learning skills activities which are equipped with audio-visual materials from various resources. It is in line as stated by Mayer (2001), that multimedia is the combination of various digital media types, such as text, sound, video, interactivity, and pictures animation.

The construction of the materials are supported by Moodle software where the researchers can create the materials from various activities and resources of Moodle such as;

assignment, chat, choice, database, feedback, forum, quiz, books, file, page, and URL. The model proposed in this study also adopts the eight major components in the construction of useful Web-based instructional materials according to Pacheco (2005):

1. General information: the online syllabus should consist of course descriptions, prerequisites, time allotment, guideline, and teacher's contact information (phone, fax, and email).
2. Course information: the course should contain complete course descriptions, -in programs, and how to use the course Website should be included, including course and unit objectives (general and specific), credit hours, and activities.
3. Schedule: this component provides a timeline of the sequence of the meeting and activity in each session. It could be included the classroom requirements, the content of each session, activities, assignments, exams, and evaluation.
4. Resources: It provides the supportive and related materials including the suggested text references and hyperlinks that the students can access the materials directly into the course website.
5. Multimedia: The most challenging part of developing a Web-based course is creating online content. The teacher can begin by transferring necessary lecture materials, including lecture notes and summaries to the Web and integrating media such sound, images, and video. It will make the online learning more attractive and accommodative to the different learning styles.
6. The virtual classroom by adding discussion forums, chat rooms, and email to the online courses to stimulate the interaction between teacher and students. Class members can access and participate in a synchronized the discussion and engaging the collaborative or individual interaction in the real classroom.
7. Assessments: This component should include the criteria that will be used to determine course grades. It may include a performance progress tracking system accessible to students via online. Students can check the individual progress for each session. The database of tracking student progress and grades is useful to the teacher for course management
8. Testing: Online drill or practice tests can be used to reinforce learning. For instance, a short essay or multiple choice test formats can be used by students to provide a self-assessment of their level of understanding of the text.

Based on the individual chat of the students which also provided in this on-line materials, most of them responded that they enjoy learning English via this materials.

Conclusion

The Web-based English listening instructional that is needed by the students based on research conducted through need analysis should be seen from how students perceive their objectives in learning English. In the result, it is identified, that the students demanded materials that can prepare students' readiness to continue their study abroad and their competitiveness in finding jobs after graduation as well as their ability to communicate in English well. Most of the students disclosed that the four language skills in English are important namely listening, speaking, writing and reading skills. Thus, integrated English materials that can enhance their capabilities, especially in the two English language skills are needed.

In order to accommodate students' needs, the Web-based English listening instruction is designed to facilitate the current needs and conditions. The prototype model is created and designed using Moodle (Modular Object-Oriented Dynamic Learning Environment) application. To initiate the design of the Web-based listening instruction, the English lecturers are involved in giving their idea regarding the model, the contents or the performance of the design as well as offer suggestions for the improvement of the design.

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Lecturers' Roles in Readers' Theatre Instruction for Building Students' Literacy

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Abstract

Readers Theater is a strategy where two or more students perform based on the character in the story while reading from script. Repeated and assisted reading in readers' theater build students' fluency, comprehension, confidence in reading. This study was designed to explore the lecturers roles in implementing RTI can support the literacy development of struggling readers in university. From the result of the questionnaire, it can be seen most of lecturers in English department play their role as facilitator in mentor and learning facilitator (86% and 88%). They further perceived in English department as lecturer (83%), role model (87%) and student assessor (77%), and they unaware to play their role as resource developer. However, a teacher should be aware of his students and must know when they should change their roles in teaching. Besides they have to improve their proficiency, knowledge, experience and educational background.

Keywords: lecturer roles, readers' theater, readers' theater instruction

Introduction

Teacher plays a crucial role in developing their students' skills and knowledge. They should have competence and educational background as supported in teaching. They should adapt with all students' conditions, different characteristic and psychological problems. This is one of the reasons why the teacher should play different roles in teaching and learning. As Viera (2012) state that teacher may perform different roles when they are teaching. It can be said that effective teacher should be creative and it is interesting if the teacher knows everything about their students.

University students expect a good university lecturer to be passionate about the subject they teach. The students need a teacher who can understand their need and guide them in learning. Like Harmer (2005) point out a good teacher should care about their students. The teacher should always creative, innovative, and up-to-date to help their students learning. Beside, teacher plays different roles, they are able to create relaxed and enjoyable atmosphere in their classroom. An effective teacher will bring out students' interest and motivation in learning. Harmer (2005) said that the teacher have to enjoy their teaching and throw out their own problem, because it bring negative effect to their student achievement.

University students are expected to comprehend advanced level reading text. However, some university students are struggling readers. Struggling reader have difficulty to comprehend what they are reading. If they cannot recognize some words in the text, they will become slow, poor phrasing and difficult in fluent in reading. It is teacher responsibility for teacher to apply instructional strategies that will help the students to construct meaning from the text.

Teacher should have good materials and strategy in teaching. Readers Theater is a strategy that can be used to help struggle reader. It recommended by some educators as an effective instructional in teaching reading (Tyler and Chard, 2000; Prescott, 2003; Bafle, 2005; Garrett & O'Connor, 2010). In readers theater uses guidance, modeling and independent students practice. Readers Theatre is a performance of a written script that provide repeated reading that is focused on message of text delivered to an audience. It's performed without acting, props, costumes, or scenery are, readers only use their voices to carry out the meaning of text (Rasinski & Young, 2009). Readers Theater emphasizes on reading, but it can be used for other skills like writing, speaking and listening.

The teacher must know the differences between their students and apply appropriate instructions. It is better for teacher to plan a material before teaching. In implementing Readers Theater, teacher should prepare instructions, to make them easy to guide their students to

comprehend the text. Additionally, Readers Theatre is an effective strategy providing practice in oral reading for struggling readers, because they can gain confidence in and a self-efficacy for oral reading (Tyler & Chard, 2000).

PISA defines reading literacy as understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, develop one's knowledge and potential, and participated in society. Rasinski & Young (2009) explain in their research that Readers Theatre was included in existing literacy program. Meanwhile, in Readers Theatre included of reading demonstrations, shared readings, guided reading, independent reading, and word study, and it concerned to literacy program (Tompkins, 2003).

Lecturer roles

A teacher holds an important role in teaching learning process. They should have the ability, knowledge, experience, and also educational background that fit to the subject they teach. The teacher should have ability to explain the material (explainer), use appropriate strategy and procedure in teaching (involver), and also teacher should be confidence in control and manage their class (enabler) (Scrivener (1994) in Tultul, 2010).

Tultul (2010) pointed out nine teacher roles in teaching such as controller, organizer, assessor, prompter, participant, resource person, tutor, observer and performer. While, Harden & Crosby (2000) identified there are twelve roles of the teacher, which divided into six categories, such as facilitator, role model, information provider, resource developer, planner, and assessor. Another theory from Brown (2001) mentions the roles of the teacher as controller, director, manager, facilitator, and as a resource. Harmer (2007) describes the roles of the teacher as information provider or lecturer, controller, prompter, resource, assessor, organizer, participant and tutor.

In this study, the six roles from Harden & Crosby (2000) are used to describe out the teacher roles when they implementing Readers theater. Such as facilitator, role model, information provider, resource developer, planner, and assessor. These roles hope can help the teacher do his work well. Here are some roles the teachers often use:

1. Facilitator

It is a teachers' responsibility to become innovative, active, creative, effective and interesting when teaching their students (Schleicher, 2012). A teacher should facilitate their students in learning with various sources. Vienna (2008) mentioned that teacher as facilitator is to provide services to facilitate students' in learning activities by understanding the issues

and relate it as learning experience. A study by Ahmed (2015) and Jagtap (2016), enlighten the teacher as facilitator. Where, most of the teacher unaware about their role as facilitator, they could not explain the different between teaching and facilitator. Teachers should help their students to evaluate their own progress related to the learning goals and exploit their experience as source of learning in the future (O'Dwyer, 2006).

2. Model

Teachers being role models means a teacher who has inspired and influence the learning of their students. Lunnenberg et al (2007) explain in their research goals, problems and forms of modeling by teacher educators. Teacher as role model contribute the change of improvement in teaching. Harden and Crosby (2000) explain that a teacher will amaze, when they see their students imitate what their teacher do and say. Teachers' role model influences learners in selecting their future career planning and also facilitating students' growth in learning.

3. Information provider

Traditionally, teachers are provided information, knowledge and sources for their students. Teacher looks like an artist who entertains their audience or a conductor who manage their music player in a concert. Harden & Crosby (2000) describe the lecture method is a cost effective method of providing information which is not found in standard texts of relating to the local curriculum. Beside, the teacher as clinical or practical teacher may selects, organizes, and delivers information for their students.

4. Resource developer

Teachers' role as resource developer covered as resource material creator and study guide producer (Harden & Crosby, 2000). The development of technology helps the lecturer in the university in designing instructional material. It makes the students easier in expanding their knowledge. As Platt & Bairnsfather, 1999 in Harden & Crosby, 2000 point outthat computer based learning provides students with good materials. Teacher as study guide makes the student understand how they should learn and also they can assess their own competence. Teacher should also be identify and analyze the best resource material use for their students and creating new knowledge.

5. Planner

It is teacher's responsibility for planning and implementing the course material that relate to the curriculum in their university. Curriculum planning is one of the teachers' roles. Expected learning outcomes, teaching methods, current materials, the procedure of assessment are some aspect that teacher should include in planning the curriculum. Toohey (1999) suggested that teacher in higher education should create and design their course materials, because the creativity and power of teaching are include in designing curriculum.

6. Assessor

Teachers should always measure their students' ability. It is use to evaluate their own progres, support the learning of others, and to monitor the learners' performance. According to Harmer (2007) asked as a teacher we should be sensitive about their students reactions when we assess them. And also the teacher must be aware students' educational background, experience and proficiency. Murray et al (1996) in Harden (2000) suggested that students' performance assessment in university teaching is instructor responsibility to relate it with course objectives. Teacher as an assessor need to assess the quality of teaching and learning process, it used to evaluate through students feedback, peer evaluation, and assessment the product in educational program (Harden & Crosby, 2000). It can be said that the quality of teacher is maintained by the quality of curriculum they used.

Readers Theater

Readers Theater involves people telling a story by reading aloud from scripts rather than by acting (Neill, 2010). In Readers Theater, students get some benefits, especially in reading and writing. Students write their own scripts, read aloud, and work in pair to performance the story in front of an audience. Readers Theater integrated reading, writing, listening, and speaking into an authentic context for students (Ludolf, 2013). Readers theatre is an instructional strategy used to develop students reading comprehension, fluency, vocabulary, and it is one of an effective ways to help struggling reader (Uribe, 2013; Young & Rasinski, 2009; Tsou, 2011; Frasier, 2016; Lekwilai, 2014).

Some studies proved that Readers Theater bring out good effect to the students' improvement. Readers Theater has positive impact on the students; especially low achieving students in improving their ability in reading (Corcoran, 2005; Rinehart ,1999; Haughey, 2015). And readers theater is one of the effective instructional that recommended by some educator (Tyler and Chard, 2000; Prescott, 2003; Garrett & O'Connor, 2010) as a strategy in

teaching reading. In implementing readers theater includes repeated reading which provides the students fluency and confidence in reading (Rasinski & Young, 2009). Repeated reading strategy firstly introduced by Samuel (1997) in his article “The Method of Repeated Reading”. He explains the process in repeated reading that is rereading a short, meaningful passage several times until a satisfactory level of fluency is reached.

Trainin and Andrzejczak (2006) explained there are three benefit of readers theater. First, it gives motivation for students to enjoy reading; second, it provides meaningful text for students; and third, it focuses on prosody, where the students use their expression and tone when reading the passage. In readers theater the students enjoy their reading performance, because they do not need to memorize the script, they just read in front of class in pairs.

Readers theater is an effective ways to improve students oral reading fluency, motivation and also confidence (Smith, 2011; Alspach, 2010; Leong, 2001; Huang & Luo,). The implementation of Readers Theater brings out an effect on oral language, reading fluency, and reading comprehension for students (Bridges, 2008).

Methodology

This study employed descriptive method to determine the role of teacher in college. The teachers who teach reading through Readers Theater were given questionnaire. There are three reading teachers. After collecting the data from questionnaire, it was analyzed to find the more dominant roles that teachers play when implementing Readers Theater Instructions. The study used the 12-items questionnaire that was developed by Harden and Crosby (2000). The participants were answering one question about 12 roles of the teacher. Participants put a tick the importance of each role on a five point Likert scale, comprising of categories: (1) None; (2) Little; (3) Some; (4) Considerable and (5) Great. The total sample of this study consisted of 4 English lecturer department from the University of Baturaja who teach reading. Before the questionnaire was distributed, it was pilot tested.

Result of the study

The result of data analysis was done on 4 questionnaires with adequate data available in analyzable form. There were females in the study. Majority of lecturers perceived the most important role of English department as facilitator in mentor and learning facilitator (86% and 88%). They further perceived in English department as lecturer (83%), role model (87%) and student assessor (77%). The least important roles were perceived as resource developer (65%)

and study guide producer (68% each). Figure 1 provides the percentage of the role of the lecturers in University of Baturaja.

Figure 1. Percentage of Lecturer Roles

Teachers' role	Percentage (n=15)
Role 1: Lecturer in classroom	83
Role 2: Clinical or practical teacher	80
Role 3: On the job role model	87
Role 4: Teaching role model	87
Role 5: Mentor, personal advisor	86
Role 6: Learning facilitator	88
Role 7: Student assessor	77
Role 8: Curriculum evaluator	75
Role 9: Curriculum planner	72
Role 10: Course organizer	80
Role 11: Study guide producer	68
Role 12: Resource material creator	65

Results of the study showed that majority of English lecturer in University of Baturaja perceived their most important role as facilitator in mentor and learning facilitator and as role of model.

Conclusion

There are no criteria for a good teacher. The most important things that the teachers should do better to play their variant roles or change it when needed and improve their ability by attending every training program regularly. Teacher should improve their ability, knowledge, and experience in teaching. They may join seminar or workshop. As suggested by Alrowais (2015) in his research about teacher roles in a college of Riyadh and Alkharj, teacher should improve their ability by joining training program for improvement. Ramsden (2003) highlight that the nature of good teaching in higher education, "Good teaching and good learning are correlated with the students' experiences of what we do.

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Problem Solving Proficiency and Reading Comprehension Skills of College Students and Selected Correlates

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Introduction

One of the challenges of the new millennium is the proper use of advance technology in education. Competence in mathematics is essential in order to function in everyday life, and to succeed in the increasingly technology-based workplace. Students who take higher level mathematics courses are required to have strong fundamental skills in Mathematics most particularly on problem solving skills.

To prepare students for the evolving workplace, it is necessary to instill in them the competencies and skills that they need to face the challenges of the 21st century skills confidently. One of these is the critical thinking and problem-solving skills.

Problem solving is an integral part of Mathematics instruction; thus, it should be used in the teaching-learning process. According to the National Council of Teachers of Mathematics (NCTM), Mathematics should be the central focus of Mathematics curriculum. Teaching Mathematical problem solving develops students' generic ability to solve real life situations, apply concepts to problematic situations, and conceptualize and concretize problems

especially when exposed to novel problems. Through this problem-solving exposure, students will acquire mastery of the problem-solving plan of attack and the skill in selecting appropriate strategies to solve the problems. The problem-solving strategy to be used depends on the nature of the problem. In the context of Algebra, students are taught how to translate mathematical phrases into appropriate symbols. In this context, students would usually apply the linear equation strategy in solving these problems.

Problem solving is a higher order thinking skill which needs creative thinking, critical thinking, and decision making. The thinking process involved in problem solving includes understanding the questions in the problem which also involves the ability to identify the key conditions and variables used in understanding and in solving the problem. Problem solving also involves the ability to answer a problem after correctly implementing the solution strategy and after evaluating the reasonableness of the answers.

Hence, problem solving should be integrated in all levels up to the highest educational level. The very nature of the problem depends on the ability of the students.

In Higher Education, Mathematics should be taught to enhance higher order thinking skills. Problem solving in the college level should deal with varied types of problems and varying degrees of difficulty in order for them to have a wider range of exposure to different problems. Students in the higher level of education require more rigorous Mathematical knowledge and skills to compete in a technologically sophisticated work force, and to become informed citizens. This stresses the need that students must be exposed with learning situations that will develop these needed skills. Students must also gain adequate understanding of fundamental ideas in arithmetic, measurement, geometry, probability, data analysis and statistics, and algebra and its functions, and they must develop proficiency in Mathematical skills. In addition, students in higher education learn to use a variety of methods and tools to compute, including paper and pencil, mental arithmetic, estimation, and calculations. Graphing utilities, spreadsheets, calculators, computers, and other forms of electronic information technology are considered as standard tools for mathematical problem solving in Science, engineering, business and industry, government, and practical affairs.

To address the problem, the school curriculum has expanded the goals for promoting problem solving since administrators and educators are aware that it is important to equip students with the ability to solve practical problems to prepare them for real life situations (Wanya, 2007).

Teaching students how to solve problems and helping them develop an understanding of the concepts of Algebra are two of the primary goals of Mathematics instruction. However,

these two goals are difficult to achieve. Multiple studies have demonstrated that when daily mathematics instruction is integrated or supplemented with problem solving activity, it enhances students' problem-solving capabilities (Verschaffel et al., 2000). Moreover, there are some evidences proving that students' learning in the classroom environment where problem solving is a regular part of Mathematics instruction outperform their peers in traditional learning environments on Mathematics achievement test (Verschaffel, et al, 2000). Success on problem-solving and achievement measures is also influenced by the degree to which students are supported to gain facility with representations and procedures. In addition, problem-solving during Mathematics instruction enhances students' Mathematical understanding and in turn, well-developed Mathematical understanding supports individuals to become more efficient and effective problem solvers (Lambdin, 2003).

To enhance the problem-solving skills of students, it is necessary to look or to investigate some schemes that students use in employing the equation strategy in solving problems, and to investigate factors affecting their problem solving proficiency. The present study explored on these aforementioned variables. Results of this investigation are considered significant information which would serve as basis for the development of enrichment activities for college level more specifically in teaching College Algebra.

Objective of the Study

This study aimed to determine the level of problem-solving proficiency among college students in solving problems involving algebraic concepts and their reading comprehension skills.

The study further determined whether students' profile variables, as well as their Reading Comprehension level were significant predictors of students' problem-solving proficiency.

Methodology

Study Design

The study used the descriptive correlational method of research. The descriptive research was used since the study assessed the problem solving proficiency level of students in solving problems involving concepts in College Algebra. The study further correlated students' problem solving proficiency level with their English and Mathematics grades in high school and college and Reading Comprehension level.

Respondents

The participants of the study were the population of regular freshmen students (n=145) of the Bachelor of Science in Information Technology (BSIT) who were enrolled in College Algebra during the first semester of the school year 2015 – 2016 at Cagayan State University at Lal-lo, Cagayan. Total enumeration was used.

Research Instrument

The different instruments used were the Problem Solving Thinking Skills Test (PSTS) which covered problems involving linear equations, quadratic equations, systems of linear equations and polynomials; and the Reading Comprehension test which was used to measure the students' Reading Comprehension level.

Data Collection

After obtaining the necessary endorsements, the Reading Comprehension test was administered for an hour outside class hours. Another two days were allotted for the students to answer the problems in the problem solving thinking skill test, with two hours allotment in answering problems on linear equations and polynomials for the first day and another two hours in answering problems on system of linear equation and quadratic equation for the second day.

Analysis of Data

Data were analyzed using the weighted mean, percentage analytic scoring scale, and the Chi Square (χ^2).

Results and Discussion

Students' Profile

Gender

Table 1 shows the sex profile of the respondents. Majority (95, or 65.52 percent) of the students were female while 50 or 34.48 percent were male. This finding implies that the students currently enrolled in College Algebra for the SY 2015-2016 are female dominated.

Table 1

Frequency and percentage distribution of students by sex

Sex	Frequency	Percentage
Male	50	34.48
Female	95	65.52
Total	145	100.00

High School Curriculum

Table 2 shows the type of high school curriculum which the respondents finished. Majority (115, or 79.31 percent) of the respondents were graduates of the RBEC curriculum; 27 or 18.62 percent finished with the vocational curriculum and very few were graduates of the SPJ curriculum and the curriculum under ALS program. This finding reveals that most of the respondents are products of the RBEC curriculum. This is traced on the fact that most of the public and private high schools are offering RBEC curriculum and only Technical Vocational schools offer vocational curriculum. In addition, the RBEC was fully implemented on June 12, 2002 (DepEd Order No. 43, s. 2002). Moreover, there is only one (1) school in the Division of Cagayan that offers SPJ and only very few are offering ALS.

Table 2

Frequency and percentage distribution of students by high school curriculum.

High School Curriculum	Frequency	Percentage
Revised Basic Education Curriculum(RBEC)	115	79.31
Vocational	27	18.62
Special Program for Journalism(SPJ)	1	0.69
Alternative Learning System(ALS)	2	1.38
Total	145	100.00

High School Mathematics Grade

The respondents' performance in Mathematics is shown in Table 3. As shown, 51 or 35.2 percent of the respondents had high school Mathematics grades ranging from 83-88; 43 or 29.7 percent of the students obtained average grades falling within the range 89-94; 27 or 18.6

percent of the students had grades within the range 77-82; 15 or 10.3 percent of the students had grades ranging from 95-100; and nine or 6.2 percent of them had grades under 76 and below.

This finding implies that generally, the students have satisfactory performance in their high school mathematics which implies a good foundation for better problem solving performance. Students who mastered basic content knowledge tend to become successful problem solvers.

Table 3

Frequency and percentage distribution of students grouped according to high school mathematics performance

Grade Range	Frequency	Percentage	Qualitative Interpretation
95-100	15	10.3	Very Highly Satisfactory
89-94	43	29.7	Very Satisfactory
83-88	51	35.2	Satisfactory
77-82	27	18.6	Fair
76 & below	9	6.2	Poor
Total	145	100.0	

Mean = 85.56 – Satisfactory

High School English Grade

Table 4 shows the distribution of the students in terms of their high school English grade. Most (57, or 39.31 percent) of the students had satisfactory performance in their high school English. Almost $\frac{1}{4}$ of them had fair performance. Some of them had poor, very satisfactory and very highly satisfactory performances as shown by the percentages of 10.34, 8.97 and 17.93, respectively. It can further be deduced from the data that majority of the students had satisfactory performance in English as supported by the overall mean of 84.50. This results mean that the students have acquired the basic English skills that could enhance their problem

solving ability such as applying rules in summarizing information, identifying keywords, decoding and translating mathematical sentence to symbols.

Table 4

Frequency and percentage distribution of students grouped in terms of English performance

Grade Range	Frequency	Percentage	Qualitative Interpretation
95-100	13	8.97	Very Highly Satisfactory
89-94	26	17.93	Very Satisfactory
83-88	57	39.31	Satisfactory
77-82	34	23.45	Fair
76 & below	15	10.34	Poor
Total	145	100.0	
Mean = 84.50 – Satisfactory			

Students' Reading Comprehension Level

Table 5 shows the performance of the respondents in the 50 item reading comprehension test. The scores of the majority (122, or 84.14 percent) of the respondents were in the range 41-50, which indicates very high reading comprehension level. There were 21 or 14.48 percent of the respondents whose scores fall within score range 31-40, indicating high reading comprehension level. Only one of them fell within score range 21-30 and 11-20, which indicate that very few respondents, had fair or poor reading comprehension level.

In general, the findings reveal that the students have very highly satisfactory reading comprehension level, which indicates that students have mastery of the skill in noting important details, in summarizing information, and in analyzing and interpreting the selection read. These skills are helpful in problem solving.

Table 5

Frequency and percentage distribution of students grouped in terms of their reading comprehension performance

Score Range	Frequency	Percentage	Qualitative Interpretation
41-50	122	84.14	Very Highly Satisfactory
31-40	21	14.48	Very Satisfactory
21-30	1	0.69	Satisfactory
11-20	1	0.69	Fair
Total	145	100.00	
Mean score: 43.71 (Very Highly Satisfactory)			

Problem Solving Proficiency Level

Table 6 shows the problem-solving proficiency level of the respondents in solving different types of problems. The perfect score for every type is 40.

For problems involving linear equations, there were 59 or 40.69 percent of the respondents who were highly proficient as supported by their scores falling within the range; 56 or 38.62 percent of the respondents were proficient as their scores were in the range 17-24; 25 or 17.24 percent were low proficient as shown by their scores in the range 9-16, and only five or 3.45 percent of them were highly proficient as they scored within 25-32 score range. Generally, these findings indicate that the students are proficient in solving problems involving linear equations as revealed in the overall mean score of 22.71. Result further means that majority of the students are able to translate worded problems into appropriate linear equations and can accurately manipulate linear equations, thus enabling them to derive the correct solution.

In terms of problems involving polynomials, the table shows that the highest frequency of the respondents (63 or 43.45 percent) got a score under the range 25-32; 37 or 25.52 percent had scores under the range 17-24; 29 or 20 percent got scores on the range 9-16; and only one or 0.69 percent of the respondents got a score under 0-8 range.

In general, the students had high proficiency level in solving problems involving polynomials as revealed by the mean score of 28.94. The table further reveals that 78 or 53.79 percent of the students had high to very high level of problem-solving proficiency in solving problems involving polynomials. The high proficiency level of students in solving problems involving polynomials indicates their ability to derive polynomial equations that accurately represent the given problem and can perform operations involved in polynomials leading them to arrive at correct solutions.

As gleaned on the same table, the problem-solving proficiency level of the respondents in solving systems of linear equation was high. Majority (106, or 73.10 percent) of the respondents were highly proficient as supported by their scores on the range 25-32; 24 or 16.55 percent got scores from range 19-24; 10 or 6.90 of the respondents had scores from range 33-40 and five or 3.45 percent had scores from range 9-16. These findings reveal that majority of the respondents have high level of proficiency in solving problems involving system of linear equation. This is supported by the highest frequency and the overall mean of 27.03 which implies that the respondents have the ability to generate system of linear equation satisfying the problem context.

Lastly, the table shows the problem-solving proficiency level of the respondents in using quadratic equation. The bulk of the students' scores fell within the range 9-16, 17-24 and 25-32 which indicated that their proficiency levels in solving this type of problem ranged from low to high levels. More specifically, most (48, or 33.10 percent) of the students had average level of proficiency in solving this problem type followed closely by 43 or 29.66 percent of the respondents who had high level of proficiency. The overall mean score of 21.50 indicates that the students had average level of proficiency in solving problems involving quadratic equations. This result implies that the students can decipher problems that utilize the concept of quadratic equations, can generate appropriate quadratic equation to suit the problem context, can accurately perform derived operations of quadratic equation and can identify the most reasonable solution to the given problems.

In general, the students have average level of proficiency in solving problems involving linear equations and quadratic equations while they have high proficiency level in solving problems involving polynomials and system of linear of equations.

Table 6

Students' problem-solving proficiency level in the specific types of problems

Types of Problems	Score Range	Frequency	Percentage	Qualitative Interpretation
Linear Equations	91-96	25	17.24	Low Proficiency
	17-27	56	38.62	
	-24			59	40.69	High Proficiency
	24-35	5	3.45	
	33-40					Very High Proficiency
	-40			
	0			

	T	145	100.00	
	ot			
	al			
	Mean Score: 22.71 (Proficient)			
Polynomial	0	1	0.69	Very Low
	-			Proficiency
	8			
	9	29	20.00	Low
	-			Proficiency
	1			
	6			
	1	37	25.52	Proficient
	7			
	-			
	2			
	4			
	2	63	43.45	High
	5			Proficiency
	-			
	3			
	2			
	3	15	10.34	Very High
	3			Proficiency
	-			
	4			
	0			
	T	145	100.00	
	ot			
	al			
	Mean Score: 28.94 (High Proficiency)			
	9	5	3.45	Low
	-			Proficiency

Linear Equation	1			
	6			
	1	24	16.55	Proficient
	7			
	-			
	2			
	4			
	2	106	73.10	High Proficiency
	5			
	-			
	3			
	2			
	3	10	6.90	Very High Proficiency
	3			
	-			
	4			
	0			
	T	145	100.00	
	ot			
	al			
Mean Score: 27.03 (High proficiency)				
Quadrat ic Equation	0	9	6.21	Very Low Proficiency
	-			
	8			
	9	35	24.14	Low Proficiency
	-			
	1			
	6			
	1	48	33.10	Proficient
	7			
	-			
	2			
	4			

2	43	29.66	High
5			Proficiency
-			
3			
2			
3	10	6.90	Very High
3			Proficiency
-			
4			
0			
T	145	100.00	
ot			
al			
Mean Score: 21.50 (Proficient)			

Students' Problem-Solving Proficiency level with respect to Specific Elements of the Analytic Scoring

Table 7 shows the scores of the students in specific elements of the analytic scoring. The perfect score in every category was 40. The first element was understanding the problem. Almost all(139, or 95.86 percent) of the respondents obtained scores from the range 33-40, which means that they had an excellent understanding of word problems; and only six or 4.14 percent of the respondents got scores from range 25-32. Moreover, it is shown in the table that they have a very high proficiency in understanding the problem as revealed in the mean score of 37.64. This finding indicates that majority of the respondents are very highly proficient in understanding the problem. They are very good in identifying the key conditions and what is asked in a given problem.

Planning the solution is the ability to identify the data needed to select a strategy to solve the problem. The table shows the raw scores of the respondents in planning the answer to the problem-solving task. The perfect score in this category was 40. There were 68 or 46.9 percent of the respondents who obtained scores from the range 25-32, which means that they were highly proficient in planning the solution of the word problems. There were 57 or 39.31 percent of the respondents who got scores from the range 19-24, indicating that they had average proficiency in this skill. Very few had very high and very low proficiency levels as reflected

by their corresponding frequencies of six and one. These results eventually led to students' failure to solve the problems. The mean score of 25.25 in this category indicates that generally the students had a high proficiency in planning the solution of each given word problem. Some students may have understood the problem, but they failed to recognize and accurately translate the given data in a mathematical form.

Carrying out the plan is the ability to apply the appropriate strategy in solving problems. The table shows the scores of the respondents in carrying out the plan in solving problems. The perfect score in this category was 40. Majority of the respondents, 89 or 61.38 percent, got scores from the range 19-24, which indicates that they had average proficiency level in applying the strategy in solving problem; 43 or 29.66 percent of the respondents had scores from the range 9-16, indicating that they had low proficiency in carrying out the plan in problem solving; and very few of them had low proficiency and high proficiency in applying the formula and in performing the defined operations that yield to the correct answer. The mean score for this category was 18.63, which indicates that the respondents manifested proficiency in carrying out the plan. The findings point out that the respondents have the ability to apply the planned solution in answering a problem.

Answering the problem is the ability to determine the most appropriate and reasonable answer to the specific question that satisfies the problem context. The table shows the scores of the respondents in arriving at the correct answer to the problem. There were 83 or 57.24 percent of the respondents who obtained scores ranging from 9-16 revealing that they had low proficiency in answering the problem. This data reveal that the respondents are poor in deriving the answer of given word problems. Thirty-seven or 25.52 percent of the respondents got scores ranging from 19-24, indicating that they were moderately proficient in answering the problem. With respect to this skill, there were 19 or 13.1 percent of the respondents who got scores ranging from 0-8 indicating their very low proficiency level, however, two or 1.38 percent of the respondents had a very high proficiency level.

For this specific skill, the students' mean was 13.66, which reveals that they had a low proficiency level in obtaining the correct answer. They were proficient in solving equations; however, they found difficulty in deciphering which of the set solutions were appropriate or suitable to the specific question.

Table 7

Students' Problem-Solving Proficiency level with respect to Specific Elements of the Analytic Scoring

Skills	Score Range	Frequency	Percentage	Qualitative Interpretation
Understanding the problem	25-32	6	4.14	High Proficiency
	33-40	1	95.86	Very High Proficiency
		3		
		9		
	Total	1	100.0	
		4	0	
		5		
	Mean Score: 37.64 (Very High Proficiency)			
Planning	0-8	1	0.69	Very Low Proficiency
	9-16	6	4.14	Low Proficiency
	17-24	5	39.31	Proficient
		7		
	25-32	6	46.90	High Proficiency
		8		
	33-40	1	8.97	Very High Proficiency
		3		
	Total	1	100.0	
		4	0	
		5		
	Mean Score: 25.25 (High Proficiency)			

Car	0-8	3	2.07	Very Low
ryin				Proficiency
g	9-16	4	29.66	Low Proficiency
out		3		
the	17-24	8	61.38	Proficient
plan		9		
	25-32	8	5.52	High Proficiency
	33-40	2	1.38	Very High
				Proficiency
	Total	1	100.0	Total
		4	0	
		5		
	Mean Score: 18.63 (Proficient)			
Ans	0-8	1	13.10	Very Low
wer		9		Proficiency
ing	9-16	8	57.24	Low Proficiency
the		3		
pro	17-24	3	25.52	Proficient
ble		7		
m	25-32	4	2.76	High Proficiency
	33-40	2	1.38	Very High
				Proficiency
	Total	1	100.0	
		4	0	
		5		
	Mean Score: 13.66(Low Proficiency)			

Problem Solving Proficiency level of the Students

Table 8 shows the frequency and percentage distribution of the students in terms of their level of problem-solving proficiency based on the result of the 160 item proficiency test. Majority (70 and 68) of the respondents had proficient and high problem-solving proficiency level as shown by their scores falling within the range 65-96 and 97-128. The obtained overall mean score of 95.18 means that the students are proficient in problem solving. This finding

indicates that the students have an average problem-solving proficiency. This finding further means that the students are just at the middle level of proficiency when it comes to problem solving and that they have mastered only basic steps in solving problems specifically steps 1 and 2.

Table 8

Frequency and percentage distribution of students grouped in terms of their problem-solving proficiency level

Score Range	Frequency	Percentage	Qualitative Description
129-160	3	2.07	Very High Proficiency
97-128	68	46.90	High Proficiency
65-96	70	48.28	Moderate Proficiency
33-64	4	2.76	Low Proficiency
Total	145	100.00	
Mean Score: 95.18 (Moderate Proficiency)			

Comparative Analysis on Students' Problem-Solving Proficiency level when Grouped According To Profile Variables

The results show that there is no significant difference between students' problem-solving proficiency level when they are grouped according to gender, high school curriculum and Mathematics performance; however, a significant variation existed when they were grouped according to English performance. The results imply that gender, high school curriculum and Mathematics performance do not influence the problem-solving proficiency level of the students.

More specifically, the problem-solving proficiency of the students does not vary across gender group. This finding indicates that male and/or female have the same problem-solving proficiency level. This finding is contrary to that of Chow & Salmela-Aro's (2011), Lindberg

et.al. (2011), and Robinson & Lubienski's (2011) who contended that student's achievement in mathematics significantly differ based on gender.

In addition, high performing as well as low performing students in mathematics has the same problem-solving proficiency level. Problem solving performance is not only measured in terms of the ability to perform Mathematics operations but also in terms of students' ability to identify key conditions and to translate them into appropriate mathematics equation. This result means that though the students are poor or good in mathematical skills, this does not affect their problem-solving proficiency. This finding is contrary to Wanya (2007), and Adviento's (2014) findings that the mathematics problem solving performance of students has a significant difference based on their Mathematics grades.

Subsequently, when students were grouped according to English performance, the students' problem-solving proficiency varied significantly as supported by the probability value of 0.00. This finding implies that students with higher English proficiency tend to have higher problem-solving proficiency compared to those with lower proficiency level. Consequently, the reading skills of the students help in understanding problems; students' language skills facilitate the comprehension of problems. Such skills enable them to identify relevant information that would lead them to plan for appropriate solutions. Students' inability to understand the problem leads them to fail in arriving at the correct solution.

Table 9

Comparative analysis on students' problem-solving proficiency level when grouped according to profile variables

PROFILE	Problem Solving Proficiency				
	L	M	H	VH	Total

GENDER	Male	3	23	23	1	50	3.00	0.39	Accept
	Female	1	47	45	2	95			H ₀
	Total	4	70	68	3	145			
High School Curriculum	RBEC	4	57	52	2	115	6.70	0.67	Accept
	Vocational		13	13	1	27			H ₀
	SPJ			1		1			
	ALS			2		2			
	Total	4	70	68	3	145			
English Performance	76 & below		10	5		15	35.39	0.00	Reject H ₀
	77-82	1	21	12		34			
	83-88	1	29	27		57			
	89-94		10	15	1	26			
	95-100	2		9	2	13			
	Total	4	70	68	3	145			
	Mathematics		5	4		9	16.21	0.18	Accept H ₀
Mathematics Performance	77-82	1	16	10		27			
	83-88	2	25	24		51			
	89-94		19	23	1	43			
	95-100	1	5	7	2	15			
	Total	4	70	68	3	145			

Legend: VH=Very High Proficiency

H=High Proficiency

M= Moderately Proficient

L= Low Proficiency

Relationship Between Reading Comprehension and Problem-Solving Proficiency

Table 10 shows the results of the χ^2 test on the significant relationship between reading comprehension level and problem-solving proficiency level of students. The computed value

of 4.39 with a probability value of 0.88 indicates that the null hypothesis is accepted. These findings point out that reading comprehension level has no significant relationship on the problem-solving proficiency level of the students. This finding runs contradictory to the results of the study of Abedi and Lord's, 2001 and Jordan and Hanich's, 2000 whose findings reveal that the performance in solving problems can be negatively affected by a higher complexity of the language used in the problem text as well as by a relatively lower reading ability among students. Apparently, the reading skills of the students help their understanding in solving word problems, Heder (2009). Moreover, according to Acero, (2000) comprehending problem is prerequisite to success in solving problems.

Table 10

Relationship between reading comprehension and problem-solving proficiency of students.

Reading Comprehensi on	LP	MP	HP	VHP	Total	Comput ed χ^2 Value	Probabili ty Value	Decisio n at $\alpha=0.05$
Low								
Mo								
derate						4	0	4
High						5	8	6
Very						9	8	6
High								1
TO								1
TA								1
L								1

Legend: LP=low proficiency MP=Moderately Proficient HP= Highly Proficient
VHP=Very Highly Proficient

This result is further attested in the study of Maleki, Ataollah, and Ebrahim Zangani (2007) stating that the English language proficiency correlates positively with the academic success of the Iranian students.

Conclusions

Based on the findings, the following conclusions were drawn: Problem solving proficiency increases when students have better prior competence in English and Mathematics. Further, reading comprehension level has an impact in the problem-solving proficiency of the students. Moreover, problem solving proficiency level of the students in terms of the different skills exists, particularly in favor of the skill in understanding the problem and in planning the solution.

The students' ability to solve worded problems depends on how they translate phrases into mathematical symbols. Problem solving is a difficult task as it involves a lot of steps. Students have to hurdle the challenges in going from one step to another although the steps may not necessarily have to be taken in sequential manner. Some of the processes in solving word problems involve reading comprehension and how students make a plan.

Recommendation

Based on the foregoing findings and conclusions, the following recommendations are given:

1. Academic deans should encourage and provide instructional assistance to teachers to help them identify the difficulties and weaknesses in learning other mathematics subjects.
2. School administrators are encouraged to conduct seminar workshop on the development of instructional materials to address the needs of learners in mathematics and other subject areas.
3. Assessment of problem-solving proficiency in the classroom should not focus only in the students' answer. Teachers should give due points to the students' understanding the problem, planning the solution and carrying out the plan.
4. Mathematics symbols and concepts should be integrated in English instruction as springboard for the students since English is a subject prerequisite of College Algebra.
5. Teachers should always employ varied strategies to provide the students with a better understanding of mathematics concepts and to answer word problems correctly.

6. Cooperative learning strategy and interpretative approach should be encouraged in teaching College Algebra for better retention of learned concepts and skills.
7. Similar studies should be conducted with more samples involved to find out if the same or more revealing findings will be obtained; one study to explore is to validate the proposed enrichment materials.
8. Other teachers should encourage identifying the weaknesses and difficulties of their students in learning their subjects as bases in developing enrichment materials to resolve these difficulties.
9. Other variables that influence problem solving skills should also be explored.

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The Relationship between Reading Skills and English Proficiency of Higher Education Students: Using Online Practice Program

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Abstract

This study investigates the relationship between reading skills and English proficiency of higher education students using online practice program. This is further investigated the level of satisfaction of students as well as the strengths and weaknesses, and students' views toward the online practice program. The study is significant to support the Ministry of Education's goal to equip higher education students with English language and technology skills. Researchers employed mixed-mode method cross-sectional research design. A total of 548 undergraduate students who registered in English for Teacher course in the academic year 2017-18 were purposively selected as respondents. The online practice program consisted of four-skill exercises and quizzes, as well as other facilities, namely online dictionary, English magazines, and cartoon strips. The research instruments were comprised of pre-test and post-test of reading skills, questionnaire, worksheet, and open-ended questions interview protocol. Students' English proficiency was measured using the Common European Framework of Reference for Languages)CEFR(global scale. The quantitative finding indicated that there is a significant difference between the three different program students' in their reading comprehension performance. In addition, Pearson correlations finding showed that there is a positive, and low to moderate relationship between students' reading skills and English proficiency) $r = .021$, $p < .05$ (. Furthermore, findings showed that the majority of the higher education students are having high satisfaction level towards the online practice program) $\bar{X} = 3.60$, $SD = .64$ (. In fact, there was a total of 70.7 percent of the respondents would like to continue using this online practice program. The findings contribute significantly to knowledge of utilizing online practice activities to improve higher education students' English proficiency.

Keywords: English proficiency, online practice activities, reading skills, satisfaction

Introduction

Reading is defined as a process of glancing the written words and symbols and getting meaning from them)Ansari, 2018(. In other words, our brain has to translate the written words and symbols and then getting meaning from them into words, sentences, and paragraph that communicate something to us. According to Kücükoğlu)2013(, students have to learn to read critically and analytically to understand the most out of the assigned reading materials. The

idea is that students need to understand the intention of the materials that they read. Most of the higher education students lack academic reading skills and employ non-university strategies to read academic texts, which results in students taking a surface approach to reading)Hermida, 2009(.

The digital technologies of information and communication are having a growing role in university educational processes)Carpenter, Green, & LaFlam, 2011(. Thus university lecturers are required to teach effectively in challenging environments, to make effective use of information and communication technology in their teaching, to cater to a variety of learning styles, to conduct research aimed at improving the quality of their teaching)Noom-ura, 2013(. In order to keep up with the 21st-century trends, Ministry of Education, Thailand encouraged all Thai educational institutions to equip their students with those skills, especially technology skills. Therefore, the role of technology in education in enhancing the learning experiences of students hence assisting them to develop the essential skills such as thinking skills, self-direction, and communication skills have to take serious consideration)Pheeraphan, 2013(. In addition, technologies are ideally placed to help lecturers working with students, and students are working independently, to do the necessary language activities to improve their language proficiency as much as possible)Ahmadi, 2018; Motteram, 2013(. Consequently, Thai educational institutions have attempted to use online practice with the belief that it would help their students to improve their English abilities apart from learning English in the classroom)Deerajviset, 2014(.

Past researchers)Kirkpatrick, 2012; Barbin & Nicholls, 2013; Choomthong, 2014; Deerajviset, 2014; Pyakurel, 2014(found that Thai people still have less English proficiency compared to other ASEAN member countries. Therefore, higher education institution, in particular, is considered as a key mechanism to equip graduates with professional skills and English language competency)Bunwirat & Chuaphalakit, 2016(. As a result, it can be concluded that English language teaching in Thailand higher education institutions still needs improvement to produce more competent graduates and labors who are fully competitive in the Asean Economy Community and wider international markets)Bunwirat, 2017(.

Conceptual Framework And Research Objectives

According to Adams)1990(, reading comprehension is a multifaceted process. This is further supported by Carlisle and Rice)2002(who found that lack of phonological sensitivity hinders reading. Furthermore, students need vocabulary knowledge and metacognitive skills to decode, understand, and reflect on what they have been read. Metacognition refers to the

processes used to plan, monitor, and assess student's understanding and performance which includes a critical awareness of student's thinking and learning and also oneself as a thinker and learner)Chick, Karis, & Kernahan, 2009(. This awareness is a developmental process and lies on a continuum. Proficient readers use one or more metacognitive strategies to comprehend text)Kuhn, 2000(. The use of such strategies has developed over time as the reader learns which ones are best suited to aid comprehension)Pressley, Wharton-McDonald, Mistretta-Hampston, & Echevarria, 1998(. Boulware-Gooden, Carreker, Thornhill, and Joshi)2007(found that metacognitive strategies instruction is able to enhance reading comprehension and vocabulary achievement of third-grade students.

Pressley et al.)1998(found that students' comprehension was not enhanced by merely reading more text. Moreover, students can improve their reading comprehension if they use one of the strategies, for example summarizing. If students are given a host of strategies that they could apply at their preference, their reading comprehension will be greatly improved. The metacognitive reading framework should be familiar to lecturers who integrate before, during, and after reading processes when teaching students effective comprehension strategies)Pressley, 2006: 564(. Theoretically, the strategies specific to reading can be classified in the following three clusters of metacognition:)i(planning;)ii(monitoring, and)iii(evaluating strategies)Block, 1992; Israel, 2007: 436(.

Planning strategies are utilized before reading instruction to increase students' reading comprehension. The planning strategies including activating prior knowledge, overviewing information in the text, relating text to text, and relating the text to self. Monitoring strategies are applied during the reading instruction to help the students to pay attention to meaning construction as well as correct breakdowns incomprehension. The monitoring strategies consist of determining word meaning, questioning, reflecting, monitoring, summarizing, and looking for important information.

Finally, the evaluation strategies are used after reading instruction that allows the students to think critically about the text and make a cognitive or affective judgment. The evaluation strategies encompass)i(thinking like the author;)ii(evaluating the text;)iii(anticipating use of knowledge;)iv(monitoring for meaning, knowing when you know, knowing when you don't know;)v(using and creating schema, making connections between the new and the known, building and activating background knowledge;)vi(asking questions, generating questions before, during, and after reading that lead you deeper into the text;)vii(determining importance, deciding what matters most, what is worth remembering;)viii(inferring, combining background knowledge with information from the text to predict,

conclude, make judgments, interpret;)ix(using sensory and emotional images, creating mental images to deepen and stretch meaning, and)x(synthesizing-creating an evolution of meaning by combining understanding with knowledge from other texts/sources.

The Common European Framework of Reference for Language)CEFR(was initially used to evaluate the quality of teaching in all English language institutions in Europe and all major European languages. Ministers of the European Union used CEFR as a standard to evaluate language skills in 2001. Since then, CEFR has been widely accepted as an evaluation tool for individual English language capacity. Consequently, CEFR becomes a standard of evaluation which is applicable for all nonnative English learners. On this line of reasoning, CEFR is found to be suitable to evaluate English language proficiency in order to reform the English teaching quality thus lead to increasing the competitiveness of Thailand)Somkarn, Person, & Yordchin, 2018(. CEFR is a universal paradigm and clearly defines the proficiency levels that allowing researchers to evaluate students' progress ranged from A1 to C2 as indicated in Table 1. These levels are often used casually by students to explain their ability in speaking, reading, writing, and understanding of a language)Council of Europe, 2014(.

Table 1: Global scale of CEFR

Proficiency level	Category	Descriptions
Basic user	A1	Can understand and familiar everyday expression, and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	A2	Can understand sentences and frequently used expressions related to

		<p>areas of most immediate relevance e.g. very basic personal and family information, shopping, local geography, employment(.</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.</p>
Independent user	B1	<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>Can deal with most situations likely to arise whilst traveling in an area where the language is spoken.</p> <p>Can produce simple connected text on topics, which are familiar, or of personal interest.</p> <p>Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.</p>
	B2	<p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular</p>

		<p>interaction with native speakers quite possible without strain for either party.</p> <p>Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>
Proficient user	C1	<p>Can understand a wide range of demanding, larger texts, and recognize implicit meaning.</p> <p>Can express him/herself fluently and spontaneously without much obvious searching for expressions.</p> <p>Can use language flexibly and effectively for social, academic, and professional purposes.</p> <p>Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.</p>
	C2	<p>Can understand with ease virtually everything heard or read.</p> <p>Can summarize information from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation.</p> <p>Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</p>

Focusing on the receptive skills, reading comprehension is one of the reading skills in the CEFR evaluation tool which has its own illustrative scales as follows)refer to Table 2(:

Table 2: Reading comprehension scale of CEFR

Proficiency level	Category	Descriptions
Basic user	A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required.
	A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
Independent user	B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
	B2	Can read with a large degree of interdependence, adapting style, and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
Proficient user	C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of specialty,

	provided he/she can reread difficult sections.
C2	<p>Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex or highly colloquial literacy and non-literacy writings.</p> <p>Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</p>

Higher education students' English proficiency was hypothesized to be improved after the 55 hours of online practice activities. Students' English proficiency was evaluated using the CEFR evaluation tool. Besides, students' satisfaction level of using online practice activities, the strengths, weaknesses, and their views of the online practice program were also investigated. Figure 1 shows the conceptual framework of this study.

Based on the conceptual framework, researchers aim to achieve the following objectives:

- (i) To study the reading comprehension performance of final year undergraduate higher education students after the three cycles of classroom English metacognitive strategies teaching.
- (ii) To investigate students' English proficiency after 55 hours of online practice activities.
- (iii) To examine the correlations of reading skills and English proficiency.
- (iv) To examine the students' satisfaction of using online practice program.
- (v) To study the strengths and weaknesses of online practice program.
- (vi) To study students' views of using online practice program.

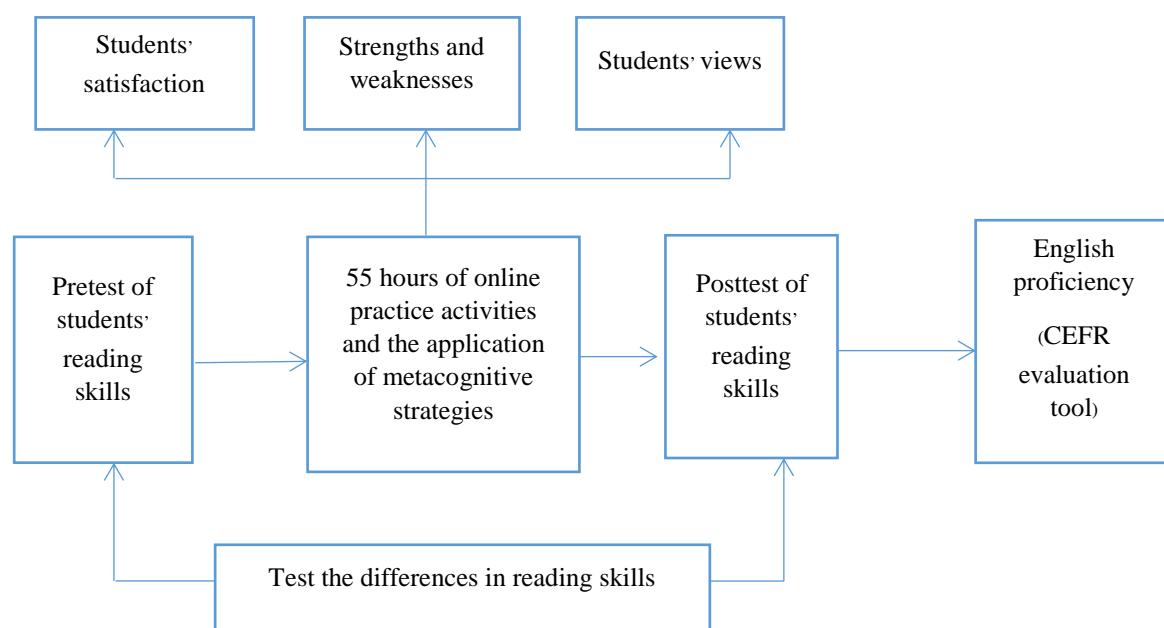


Fig. 1: Conceptual Framework

Method

Research Design and Samples

Researchers employed a cross-sectional research design by looking at undergraduate higher education students who differ on one key characteristic at one specific point in time. In other words, the data was collected at the same time from students who are similar in the characteristics as they registered in the English for Teacher course in the academic year 2017-18 and they are final year students but different in a key factor of interest as they were from different study program. Respondents of this study were separated into groups known as study program. In this study, researchers created groups of respondents who were in the following study programs, namely Mathematics, Sciences, and Computer Education program, Arts Education, Physical Education, and Social Study program, and Language Education program.

In addition, researchers utilized mixed-mode methods to collect quantitative and qualitative data. A few methods of data collection to ensure the collected data were met our research needs. The mixed-mode methods strategies used in this study is sequential explanatory. According to Creswell)2003(, data was collected and analyzed of quantitative data followed by a collection and analysis of qualitative data that would achieve the purpose of using qualitative findings to assist in explaining and interpreting the findings of a quantitative study.

All the 548 final year undergraduate higher education students who registered the English for Teacher course in the academic year 2017-18 at the Faculty of Education in one of the Thailand public universities were purposively selected as respondents. The respondents are comprised of 286 from Mathematics, Sciences, and Computer Education program, 128 from Arts Education, Physical Education, and Social Study program, and 134 from Language Education. Table 3 shows the distribution of the samples of this study.

Table 3: Distribution of Samples

Study Program	Sub-program	F	Percentage
Mathematics, Sciences, and Computer Education	Mathematics	130	52
	Science Education	111	
	Computer Education	45	
		3	
Sub-total		286	52.19
Arts Education, Physical Education, and Social Study	Arts Education	39	12.8
	Physical Education	57	
	Social Study	32	
		3	

Education, and Social Study		3	
Sub-		1	23
total		2	.3
		8	6
Language Education	Teaching Thai	4	
		6	
	Japanese teaching	3	
		0	
	Teaching Chinese as a Foreign Language	3	
		3	
	Teaching English to Speakers of Other Languages	2	
		5	
Sub-		1	24
total		3	.4
		4	5
Total		5	10
		4	0.
		8	00

Research Instruments and Data Collection

As mentioned above, researchers used four methods of data collection to seizure quality data that leads to the construction of substantial and reliable data to achieve the research objectives. The four methods of data collection, namely pretest and posttest reading tests, online practice usability satisfaction questionnaire, worksheets, and open ended questions form were found necessary because the collected data from various sources could be triangulated and that subsequent decisions based on arguments embodied in the findings thus would be valid.

Pretest and posttest of reading skills which focused on scanning, skimming, making inferences skills were used to evaluate the relationship between 55 hours of online practice

activities and the respondents' English proficiency level according to the CEFR evaluation tool. The pre-test was administered before the intervention of 55 hours of online practice activities began while the post-test took place after the intervention was provided.

A usability satisfaction questionnaire was adapted from Lewis's (1995) IBM Computer Usability Satisfaction Questionnaire. The survey questionnaire consists of two parts. Part A of the questionnaire was intended to accumulate information regarding demographic factors of the respondents such as gender, program, and age. The second part was designed to measure usability satisfaction which including four major constructs, namely the process, efficiency, convenience, and the quality of the online system.

Worksheets were utilized by researchers to evaluate students' reading skills focused on scanning, skimming, and making inferences skills. Students did the reading activities and assignments using these worksheets for three weeks, approximately nine hours. The worksheets findings are intended to be considered as evidence that gives meaning for further understanding of the phenomena.

Interviews were conducted to provide details about the strengths and weaknesses of the online practice program. Besides, respondents were required to give their reason whether they would continue using the online practice program or not. Finally, respondents were encouraged to provide their views to modify the online practice program. The interview method is important because it attempts to avoid the Barlett effect of yielding either plausible analysis in qualitative approach or reliable superficial answers obtained in the quantitative approach (Brown, 1992).

Pilot Study and Data Analysis

The pilot study was administered to 30 final year undergraduate higher education students majoring in the international program. Their English proficiency of the pilot study participants was very similar to the levels of proficiency of the respondents in the actual study. It was determined that the instruments were reliable and good to use as the Cronbach alpha value was high. In addition, the contents of all the instruments were validated by three experts.

Quantitative data were evaluated based on descriptive and inferential statistics, while qualitative data were analyzed using content analysis. The Descriptive Statistics such as mean, frequency, percentage were calculated and presented in a tabular form. The one-way analysis of variance (ANOVA) statistical analysis was used to determine whether there was any statistically significant difference between the means of the three independent groups in term

of their reading comprehension performance. The ANOVA test verified whether or not the null hypothesis could be rejected. The Pearson Moment correlation coefficient was also used to determine the relationship between respondents' reading comprehension performance to their English proficiency and their satisfaction level in using online practice program as represented by questionnaire.

Research Procedure

Researchers conducted 55 hours of online practice activities involved a pedagogical cycle as an invention program. The online language teaching and learning starts with a detailed specification of what is needed for language teaching and learning purposes in a specific context, defines the most appropriate method, and finally attempts to describe the technological requirements to make it work. Figure 2 shows the research procedure for this study.

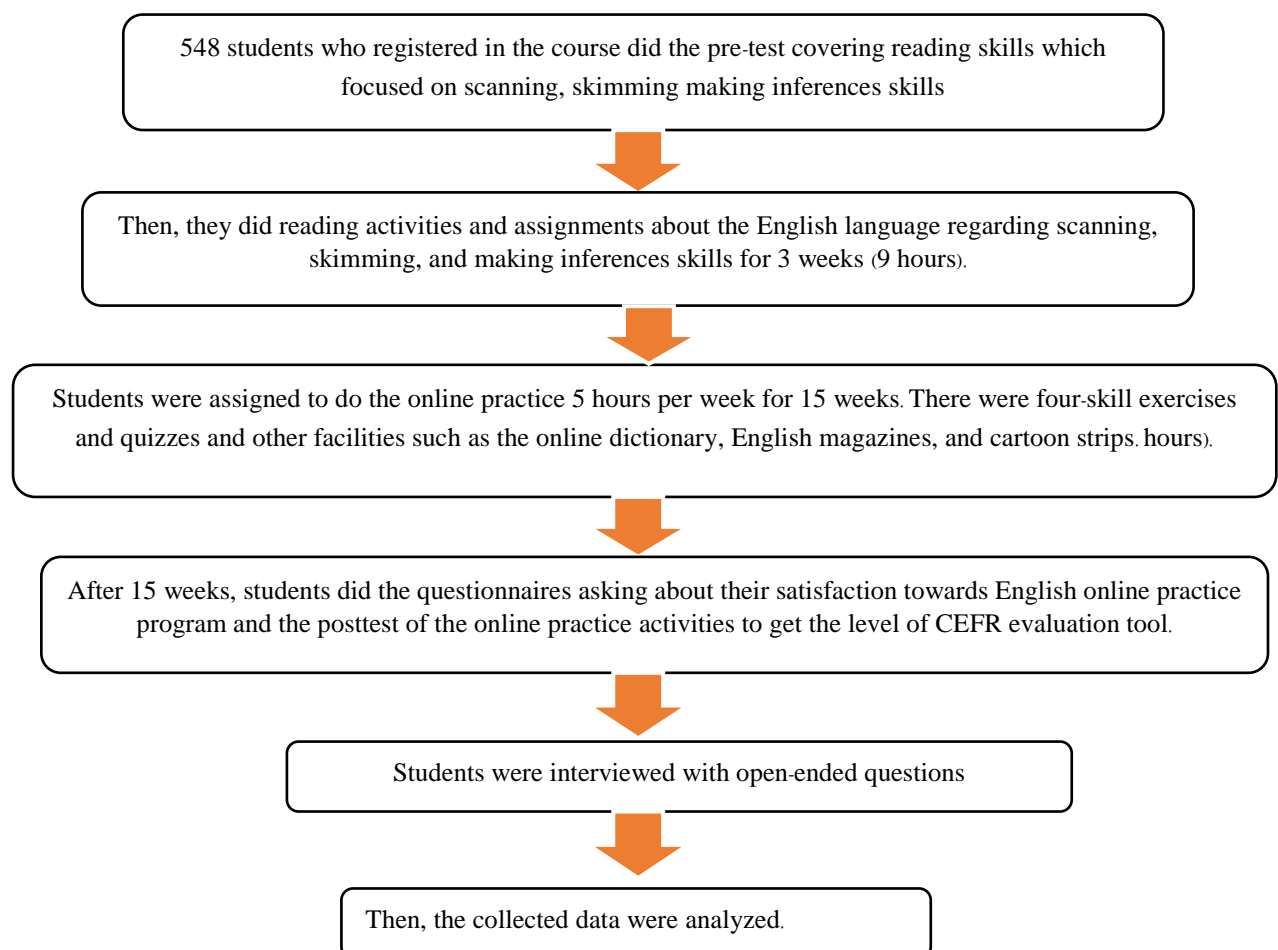


Fig. 2: Research Procedure

Findings

The findings of this study are presented in accordance with the research objectives revealed above. The initial findings are the three cycles of the students' reading comprehension performance after application of metacognitive strategies in the classroom for nine hours. This is followed by testing students' English proficiency level using the CEFR evaluation tool and the correlations of reading skills and English proficiency. Then, students' satisfaction in using English online practice program is examined. Finally, the strengths and weaknesses of online practice activities are explored and students' views of using the online practice activities are taken into consideration.

Descriptive Findings of Students' Reading Comprehension Performance

All the students improved gradually in their reading skills from 81.50 percent to 87.00 percent after the three cycles of application metacognitive strategies teaching in the classroom. Figure 3 shows students' reading comprehension performance.

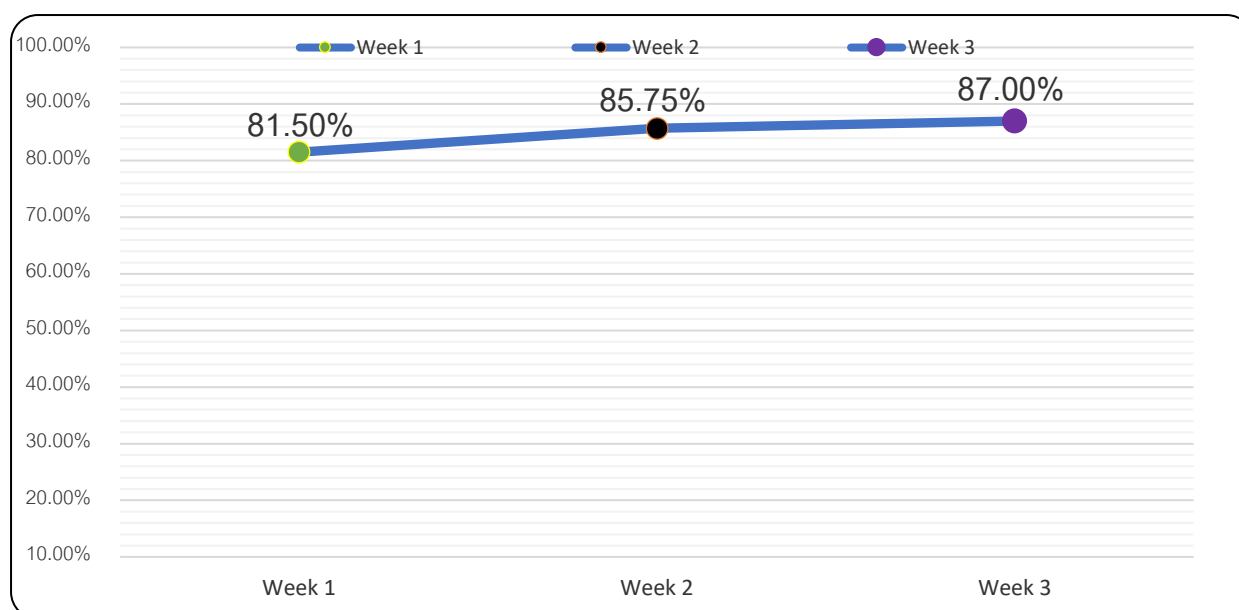


Fig. 3: Students' Reading Comprehension Performance

Moreover, descriptive findings indicated that students from the Language Education Program possessed the highest reading skill abilities ($\bar{X} = 18.49$; $SD = .84$). This is followed by Mathematics, Science, Computer Education program students ($\bar{X} = 17.29$; $SD = 1.67$). The least capacity of reading skills was from Art Education, Physical Education, and Social Study

program) $\bar{X} = 13.95$; $SD = 2.05$ (. Table 4 elicits students' reading comprehension performance from the three different programs.

Table 4: Reading Comprehension Performance of the Three Study Programs

Study Program	\bar{X}	SD
Mathematics, Sciences, and Computer Education	17.29	1.67
Arts Education, Physical Education, and Social Study	13.95	2.05
Language Education	18.49	0.84

Findings of Students' English Proficiency

Students' English proficiency level was measured after they attended the 55 hours of online practice activities using the CEFR evaluation tool. Students from these two programs, namely, Mathematics, Sciences, and Computer Education program and Language Education program seemed to improve drastically from A2 to B1 level. In other words, they were able to understand the texts that consist mainly of high-frequency everyday or job-related language and could understand the description of events, feelings, and wishes in personal letters. Therefore, they have progressed from basic users to be independent users. However, students from Arts Education, Physical Education, and Social Study program improved their English proficiency from A1 to A2. They remained as basic users who could read very short, simple texts, could find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, and timetables as well as understand short simple personal letters. Table 5 shows students' English proficiency before and after 55 hours of online practice activities.

Table 5: English Proficiency Level Before and After the 55 hours of Online Practice Activities

Study Program	CEFR Evaluation Tool	
	Before	After
Mathematics, Sciences, and Computer Education	A2	B1
Arts Education, Physical Education, and Social Study	A1	A2

Findings of Students' Reading Comprehension Performance and their English Proficiency

The findings of one-way ANOVA analysis indicated that there was a significant difference among the three different study program students on their reading comprehension performance at .05 significant level. Language Education program students obtained the highest mean score $\bar{X} = 6.59$ (compared to the other two groups of students. Table 5 shows the one-way ANOVA findings of students' reading comprehension performance.

Table 6: Test of Difference in the Students' Reading Skills

Study Program	N	\bar{X}	S.D	d.f	F	p
Mathematics, Sciences, and Computer Education	28	6.59	2.7	27	37.5	.00
Arts Education, Physical Education, and Social Study	12	4.33	2.5	11		
Language	13	5.69	2.4	12		

Educational	4	7	7	7
		6	8	
			0	
Total	5	5	2	
	4	.	.	
	8	8	6	
		5	3	
			6	

Finding of the Pearson's correlation coefficients indicated that students' reading comprehension performance was significant, positive, and low to moderately correlated with their English proficiency at significant .05 level ($r = .201$; $p < .05$). The strength of 'low to moderate' correlation was based on de Vaus's (2002) interpretation of correlation coefficients. This means that low to a moderate extent an increase in students' reading comprehension performance is associated with an increase in their English proficiency.

Findings of Students' Satisfaction on Using Online Practice Program

As indicated in Table 7, students from mathematics, Sciences, Computer Education program had the highest satisfaction level compared to the other two programs. Nevertheless, all the students satisfied with the topic of the efficiency of the system. Generally, all the students had the lowest satisfaction level in the topic of quality of the system.

Table 7: Students' Satisfaction on Using Online Practice Program

Topics	Mathematics, Sciences, and Computer Education Program		Arts Education, Physical Education, and Social Study		Language Education Program	
	\bar{X}	S	\bar{X}	S	\bar{X}	S
		D		D		D
The	3	0	3	0	3	0
process	.	.	.	.	.	.

of the	5	7	4	6	5	7
system	1	4	9	4	3	7
The	3	0	3	0	3	0
efficien	.	.	.	.	.	.
cy of	6	6	6	7	7	8
the	9	5	3	5	0	9
system						
Conve	3	0	3	0	3	0
nience	.	.	.	.	.	.
of the	6	8	5	8	6	6
system	3	5	1	3	1	5
Quality	3	0	3	0	3	0
of the	.	.	.	.	.	.
system	4	8	4	7	5	7
	8	4	5	4	0	3
Overall	3	0	3	0	3	0
satisfac	.	.	.	.	.	.
tion	6	7	5	7	5	7
	0	7	2	4	8	6

Qualitative Findings of Using Online Practice Program

The interview findings revealed that the significant of using the English online practice program because it is able to improve students' English proficiency. Hence, the online practice program is found to be able to helping them learning English subject effectively. Majority of the students loved to use the program very much. Researchers concluded that 75.50 percent of the students stated that the English online practice program helps them in learning English. For example:

"I use this program to practice my English."

"I love this program. It helps me to improve my English."

"Wow, I like this program. My English is improving."

A total of 50.75 percent of students mentioned that the online practice program was very useful. For example:

"This program provides the various activities related to daily life, helping me practice

the

English four skills.”

“It is also easy to use and up-to-date.”

“It is useful for me in preparing for English proficiency test in the future.”

Researchers found that the weaknesses of the English online practice program are comparatively less than the strengths, highlighted by the students. Researchers summarized that there is a total of 45.78 percent of students mentioned that the system has problems. For instance:

“When I practice, the system doesn’t count the time for me.”

“In speaking part, I can’t record my voice because of the problem in the audio recorder.”

“I think the system spends too long in processing the data. I need to wait for a while. That bothers me a lot.”

On the other hand, there is 27.50 percent of students stated that the contents were too difficult for them. For example:

“I don’t know what to do with the program. It is too difficult.”

“Why is it too difficult for me? How can I pass each unit?”

Besides, the strengths and weaknesses of the online practice program, students also required to provide their views regarding the online practice program. A total of 89.90 percent of the students suggested that the system should be improved particularly using the Internet downloading. For example:

“I think there is a lot of application in the system. That makes it uses a lot of data to download. It needs to be improved.”

“Improve the system. It uses too much time to download.”

Moreover, a total of 58.69 percent of students preferred to know the scores of quizzes, pretests, and posttests that they have attended. For instance:

“The system showed only the level of the English proficiency according to CEFR evaluation tool. But I would like to know my actual scores.”

“If I know my scores, it will be helpful for me to improve myself.”

In addition, a total of 24.50 percent of students requested for a variety of games. For instance:

“More games will be better.”

“Similar games in the units. It should have various games.”

Discussion and Conclusion

Given that knowledge of online learning effectiveness in Thailand higher education is quite limited, particularly in the English language, this study intends to explore the critical issues related to undergraduate higher education students' reading skills and their English proficiency through online practice program. The quantitative findings of this study indicated that students' utilization of metacognitive strategies in reading made remarkable improvements in their reading skills comprehension. This implies that metacognitive strategies such as planning, monitoring, and evaluating are apparently helping students to enhance their reading skills. This finding is supported by Boulware-Gooden et al.'s (2007) finding.

In addition, findings of CEFR evaluation showed that students have improved significantly in their English proficiency from basic users to independent users after 55 hours of online practice activities. This implies that the online practice program was found to be effective particularly to students from Mathematics, Sciences, and Computer Education and Language Education programs. This finding is found to be in accordance with past researchers Ahmadi (2018) and Ansari's (2018) findings. On top of that, researchers found that reading comprehension performance of students has a significant relationship regarding the improvement of their English proficiency. On this line of reasoning, the main conclusion to be drawn from the current study is that the more reading skills development by application of metacognitive strategies, the greater their likely influence on English proficiency level.

The overall qualitative findings revealed that views of the students towards the online practice program appear positive. A majority of the students consider that the online practice program is beneficial for them to improve their English proficiency. The current study has successfully broken new ground suggesting that English language lecturers should focus on applying metacognitive strategies together with online practice activities if they want to improve their students' English proficiency.

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Mechanics and Grammar Error Analysis in Students' Write-Ups: Basis for Incidental Teaching in the Classroom

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Abstract

This study was anchored on determining predominant writing errors that are committed by students, specifically along mechanics and grammar. It has become an alarming reality that even in the college level, the students still commit perennial errors in their write ups. Thus, the researcher dealt on this phenomena to address this problem specially the respondents consist of students who are the first batch of the K-12 senior high school graduates.. The results of this study spelled out the students' most troublesome uses of mechanics and grammar which serve as baseline data to design incidental lesson focus along the aspects of mechanics and grammar that need to be dealt with by teachers. It is necessary that as the students move to high year levels of their program, the problems has to be addressed. Thus, the predominant errors in the use of punctuation marks and indention for mechanics and in the use of verb groups, prepositions and subject-verb agreement for grammar are bases for teachers to focus on in providing incidental lessons and interventions. By the analysis made, these errors are will be focus of more lessons and exercises to minimize, remedy or avoid their occurrence in their write-ups. Competence along correct usage of mechanics and grammar are very essential in their preparation as teachers.

It is therefore concluded that the freshman students have limited competence in applying mechanics and grammar standards with the occurrence of errors in their write-ups. The predominant mechanics errors were in the use of punctuation and indention while the predominant grammar errors were in the correct use of verb groups, prepositions and subject-verb agreement. Incidental lessons along these predominant errors need to be focused on for the students to minimize and avoid these errors since these are basic mechanics and grammar

rules. The need for a write-up as an entry requirement for admission is imperative; likewise, the inclusion of basic English language courses to better equip the students.

In this light, there is a need to conduct incidental lessons focusing on the most troublesome errors committed by students along mechanics and grammar. This could be done by both ESL and non-ESL teachers and could serve as one best practice performed by teachers of the college and an extra mile on the part of the faculty members whose passion should always be increased or heightened to refine the write-ups of the students. For a sound college admission policy, the college administration may consider the inclusion of writing as a criterion apart from an oral interview with the entrants to the college. This is very necessary to determine balance in the communicative skills of the students. The college administration may consider curriculum review so that additional English courses to improve the language proficiency of the students considering the fact that they are being prepared to become future teachers. Parallel studies should be conducted covering other parameters for effective mechanics and grammar rules applied in students' write-ups.

Keywords: predominant errors, writing, write-ups grammatical errors, mechanical errors, incidental lessons . college admission policy, curriculum enrichment

Introduction

Writing is one of the four major communicative skills that all college students should possess. It is one of the major avenues that is essential to man's complex system of social arrangement. It is a means which links one to the affairs of the world. In fact, it has always been emphasized as a major skill for students especially in their college years in order to as it enable them to communicate a thought, an idea, a sentiment or a fact in a larger and wider context. (Cura, 2008) emphasized that writing is one of the most used means of expression in all courses, making one's skill a very important attribute. It has an intellectualizing effect in a person in the society. Its increasing importance in today's social order demands more rapid, efficient and wider learning to keep pace with the times and global use.

Writing as a skill entails competence and it can never be achieved unless the basics like grammar and mechanics are mastered. Grammar as a basic competent of English learning, needs to be given primordial concern in any class which uses English as medium of instruction. It is very important to perfect its application as a necessary skill to express in writing or in speaking. Any writer or speaker with no grammar error is highly looked up to by the audience. And the reliability and respect follow in any setting. In addition, the mechanics part is solely

for writing as it covers indention, syllabication, spelling and punctuation. Sometimes, students are so careless in writing that they commit mechanics errors which are likewise necessary to make the write up meet standards along this point.

The Philippines has undergone a major transition in the educational system with the K-12 program where senior high school (SHS) students complete their junior and senior high school education prior to entering college. The higher education institutions had opened the doors to its first batch of K-12 graduates in which almost all basic English courses have been downloaded. This means that the senior high graduates are expected to have been fully equipped with the desired language skills in college. However, (Pamittan, 2019) points that this view is purely fantasy as students could hardly write good compositions.

In the university, the senior high graduates have as entry requirements, -passing the prescribed cut-off percentile in the College Admission Test, a general point average of 85% in SHS and interview. For entry to a field of specialization, interview was the means used wherein an entrant's communicative skill is closely considered to be admitted in a field of specialization for the initial year of implementation of the new curriculum. Interview become more rigid for those entering the English field of specialization.

The new college curriculum starts with the first year having three (3) major English courses for both semesters. These courses are taken along with other general education and professional education courses. Basic English courses are no longer present in it although a new course, Purposive Communication, is offered in the second semester. Amidst their taking major courses, teachers have noted perennial errors when the students are asked to write paragraphs or compositions. It is so lamentable to note that writing has become a serious problem in the progress of learning English as a second language. It has been noted for the first year of being in college, students still commit grammar and mechanics errors. Basic grammar rules such as such as the use of verb groups, S-V agreement, pronoun, preposition, conjunction, articles and pluralization errors are observed to be troublesome along with mechanics errors such as spelling, punctuation, indention.

It was an assumption by (Tamayo, 2019) that the students who graduate in the K-12 curriculum have high grades in their English subjects and are language proficient and have good communication skills because they have completed varied English subjects in the high school. However, the results of the study by (Calanoga and Tamayo, 2019) show that the first year students who completed senior high school are not that proficient in correct grammar. (Cahigas, 2002; Cauilan 2002; Frank 1972) found out that the poor quality of composition writing of the student lies on two factors- the students and the lecturers; students

write poorly yet the lecturers do not give ways to improve it. In a different light, (J. Richard, et al. 2002) consider it as one which results from ‘‘faulty or partial’’ learning of the target language; (Malana 2018) has posted the interference of the first language in learning a second language as a cause of their committing errors; (Cuarteros, 2016; Dizon 2011) pointed out that teachers do not determine errors committed by students so they do not have any remediation or incidental lesson to do. Moreover, (Cuarteros, 2016, James 1998) mentioned that there is no provision of effective instruction for students with diverse abilities, interests and experiences to push them to master their writing skills through constant use of the second language. Indeed, several factors may cause poor linguistic competence of the students which is alarming since they are being prepared to become English teachers. The studies of (Lingan, 2019; Pascual & Clemente, 2019) have also found limited grammatical competencies of prospective teachers. Similarly, (Pamittan, 2019; Ubol 1988) also pointed out weak competencies of students in grammar and mechanics. All these reveal that students have writing difficulties along all aspect of grammar, mechanics, and all other requisites of effective writing.

It has been observed that students view writing as a brain-cracking activity. It is very evident in their works that a writing activity generally is unable to capture competence in correct grammar and mechanics which are very basic elements in writing. The researcher simply wants to single out basic grammar and mechanics errors commonly committed so that even non-English teachers will adopt as a best practice the conduct of incidental lessons if only to help the students gain mastery in correct grammar and mechanics usage. This is very possible as a usual saying goes that all teachers are English teachers since English is the medium used in the classrooms. Administrators, teachers and researchers should closely work together to determine ways to correct students’ weaknesses as they are being prepared to become future teachers. The admission of the students to the college or program should couple the interview part with a writing component so as to determine how incoming students are able to express themselves with proper use of grammar rules and standard mechanics. The conduct of this study is timely so the results could be baseline data for establishing the need of conducting incidental lessons by all subject teachers and an additional college admission policy.

Objectives of the Study

This research was conducted primarily to determine predominant mechanics errors committed by students in terms of spelling, punctuation, indention and capitalization.

Secondly, predominant grammar errors committed by students in terms of the use of verb groups, subject-verb agreement, articles, pronouns, conjunctions, prepositions and pluralization were also analyzed. By analysis, the areas of mechanics and grammar were pointed out as bases for incidental lessons to focus on. Lastly, it ascertained writing as an inclusion to the requirements of the college admission policy and as bases for curriculum review.

Scope and Delimitation of the Study

This study determined the errors committed by students in their writing activities. The study was limited to the analysis of the errors focusing on some aspects of mechanics and grammar. The papers were checked considering all errors in writing covered in this study. The study was delimited in analyzing errors on use of verb groups, subject – verb agreement, prepositions, articles, pluralization, conjunctions and pronouns. On mechanics, syllabication, punctuation, indention and spelling were focused on. There were seventy six (76) write-ups that were scrutinized. These were used to error analyze to generate the data needed. The write-ups were written after a lesson covered in the early part of the final term of the second semester 2018-2019. This is with the premise that they have almost completed their first year in college and have at least taken six (6) major courses in English.

Methodology

Research Design

The study made use of descriptive-qualitative research design since the predominant errors in the write ups of the students were described. Error analysis on the students' written paragraphs were done by the researcher.

Locale of the Study

The study was conducted at the Cagayan State University – Andrews Campus, Caritan Sur, Tuguegarao City where the students are enrolled in the schoolyear 2018-2019.

Data Gathering Procedure

The researcher made use of the write ups of seventy six (76) students. These were analyzed along mechanics and grammar to determine the predominant errors committed.

In determining the data, error analyses was used. Corder as cited by (Ellis 1994, Haryanto, 2007), the following steps are suggested in conducting an error analysis research. This was used in this study.

No.	Steps	Explanation
1	Collecting of write-ups	Deciding what class to use and how to collect the write-ups
2	Identification of errors	Identifying the errors by underlying the errors committed by the students
3	Classification of errors	Grouping the errors that have been found and stating the causes of error using the parameters of the study
4	Explanation of errors	Explaining the errors by establishing the source of errors and calculating how many times the error was committed
5	Evaluation of errors	Evaluating the errors by tables and drawing conclusions

The inventory of items under mechanics included the following: punctuation, indention syllabication and spelling.

The grammatical categories that were looked into are the following: verb usage, subject-verb agreement , conjunctions , prepositions, pronouns, articles and pluralization

Statistical Treatment

In calculating the occurrence of the most frequent errors in the students' write-ups, the following formula was used based on Haryanto's (2007) study.

$$p = \frac{n1}{\sum N} \times 100\%$$

Where:

p is the percentage of error

n1 is the total of the given error

$\sum N$ is the total of the whole errors

Results and Discussion

Table 1. Frequency, percentage and rank distribution of respondents' errors on mechanics.

Mechanics	Frequency	Percentage	Rank
Punctuation	53	35.81	1
Indentation	47	31.76	2
Capitalization	27	18.24	3
Spelling	21	14.19	4
Total	148	100.00	

Table 1 shows the distribution of the mechanics errors committed in their write-ups. Data show that the total errors committed along mechanics is 148.

Errors noted by the researcher in the write ups are marked with an asterisk and the specific error is underlined for easy identification.

Punctuation Errors

The error with highest frequency is along the use of punctuation with 53 or 35.81 percent. The occurrence of the errors is due to missing or improper punctuation mark used by the students in their writes ups like:

- a. * Finally, when the giving of awards finished, many captured photos were posted on social media.
- b. * There will be haters, there will be doubters, there will be non believers.
- c. * I still make mistakes, I know that there will come a time, I will improve.
- d. * By the way the main reason why I choose English is because I don't find it boring
- e. * My friend Marge influenced me to choose the course.
- f. * The long day is over we need to go home.
- g. * Let us strive for our future

Comma errors in sentences *a*, *b* & *c* that were committed are corrected by using a period or a semi-colon in between 2 complete sentences and observing capitalization . Another way of correcting a comma error is by subordination, like in sentence *c* or by using parallel structures like in sentence *b*. In sentence *d*, a comma has to be placed after the phrase and in sentence *e*, the appositive structure could be made to eliminate the error. In sentence *f*, the error is a run on so it is corrected by coordination. The last sentence, *g* is a no punctuation error so the end mark is put to avoid the error.

The proper punctuation should have been as follows:

a. Finally, when the giving of awards finished. Many captured photos were posted on social media.

or Finally, when the giving of awards finished; many captured photos were posted on social media.

b. There will be haters, doubters and non- believers.

c. I still make mistakes. I know that there will come a time for me to improve.

d. By the way, the main reason why I choose English is because I don't find it boring.

e. My friend, Marge, influenced me to choose the course.

f. The long day is over and we need to go home.

g. Let us strive for our future.

Indention Errors

Ranked second is their use of indention. Obviously, the errors in indention occurred due to the fact that the writing activity was done using pen and paper. Nonetheless, the students must still observe proper indention. There were 47 students or 31.76 percent who did not observe standard indention rules in the left and right margins. Ideally the left margin should be indented by one and a half inches and one inch in the right, bottom and top margins. The margin error may be seen in forty seven out of seventy six write-ups.

Capitalization Errors

Errors in capitalization occurred with 27 or 18.24 percent. The students errors on this aspect occurred when they capitalize a letter when there is no need for capitalization and they do not capitalize when there is a need for capitalization; Below illustrates some errors done:

- a. * I enrolled in the bachelor of secondary education because of my dream to be a teacher.
- b. * Playing basketball is risky. basketball is a physical game.
- c. * every player do not just play with skills.
- d. * Therefore, As an English major there are means of inspiration and strength..
- e. * I conclude that an english major is holistic.
- f. * He enrolled in English as his Major..

Sentences **a** and **e** had capitalization errors because the proper nouns were not capitalized while **b** and **c** had errors because the first word at the beginning of the sentence used a small letter. Moreover, in sentences **d** and **f** the students capitalized a word which should not be capitalized.

Proper capitalization should be as follows:

- a. I enrolled in the Bachelor of Secondary Education because of my dream to be a teacher.
- b. Playing basketball is risky. Basketball is a physical game.
- c. Every player do not just play with skills.
- d. Therefore, as an English major there are means of inspiration and strength..
- e. I conclude that an English major is holistic.
- f. He enrolled in English as his major.

Spelling Errors

Spelling errors ranked the last. This is the least as writing activities are quick writing discourse activities that the errors may be attributed to carelessness or time constraint to go over the write up before submitting. Some errors along spelling were as follows:

- a. * My teacher discovered my writting and speaking skills. I started writting poems when I was in second year high school.
- b. * A person who has a dream and passionate in lerning will be successful someday.
- c. * I have to were my best dress.
- d. * It is a consequential to treasure.

- e. * Next is to prepare for a galloon of water and the cold juice.
- f. * The beautiful and intelegent profesor advicer.

The spelling errors committed by the students are very common words used almost everyday. It is really alarming to note that these have been committed as found in the analysis made.

The misspelled words are corrected in the following sentences:

- a. My teacher discovered my writing and speaking skills. I started writing poems when I was in second year high school.
- b. A person who has a dream and passionate in learning will be successful someday.
- c. I have to wear my best dress.
- d. It is a consequence I to treasure.
- e. Next is to prepare for a gallon of water and the cold juice.
- f. The beautiful and intelligent professor adviser.

Table 2. Frequency, percentage and rank distribution of respondents' errors on grammar.

Grammar	Frequency	Percentage	Rank
Verb groups	88	35.34	1
Preposition	44	17.67	2
Subject-Verb Agreement	31	12.45	3
Articles	27	10.84	4
Pronoun	26	10.44	5
Conjunction	17	6.83	6
Pluralization	16	6.43	7
Total	249	100.00	

Verb errors

Errors in using verb groups are the most commonly committed errors of the students. In the use of verbs, certain rules have to be observed, such as the proper tense, the use and the form. These rules have been deviated in the following examples:

The errors illustrated show that students commit the error of indicating the proper infinitive form . In such structure, the verb should be in the simple form because such is a modal form. For example:

- a. * It was cute to witnessed them like that.
- b. * The teacher wanted to proved he is correct.
- c. * They decided to spent the rest of the night in their comfortable tents.

Students committed mistakes as their write-ups with the use of infinitives are in the past tense as seen in sentences *a*, *b* and *c*. Infinitive forms follow the pattern of to + present form of the verb. Thus, this has been used to correct the erroneous sentences.

The correct infinitive form should have been:

- a. It was cute to witness them like that.
- b. The teacher wanted to prove he is correct.
- c. They decided to spend the rest of the night in their comfortable tents.

Other than errors on infinitives, verb forms could also be in the form of linking verbs. Frank 1972; Haryanto, 2007; Calanoga & Tamayo, 2019) noted incomplete predication, where the complement that follows should be an adjective or a noun. To illustrate:

- a. *That a good idea!
- b. * My father very happy for I chose this major.
- c. * It still very vivid in my memory.
- d. * They so excited and they decide to leave.
- e. * Zyka is came from a happy family.

Linking verb errors were committed by the students for omitting it after the subject as in sentences *a*, *b*, *c*, and *d*, and in sentence *e*, the presence of a linking verb before the past verb form. Thus for the first four sentences the appropriate linking verb was placed and the last sentence, the linking verb is deleted.

The sentences should have been written:

- a. That is a good idea!

- b. My father is very happy for I chose this major.
- c. It is still very vivid in my memory.
- d. They are so excited and they decide to leave.
- e. Zyka came from a happy family.

In addition to errors on linking verbs, the students were not able to determine the correct to + be form in their sentences. Like in the following sentences:

- a. *It has a small kitchen but clean.
- b. *The room is the biggest room that I ever occupied.
- c. * I were in Manila just for a day.

Since past events are expressed, the past tense has to be used. In sentences *a*, *b* and *c*, the students failed to recognize that the past form of the to + be is the correct form to use, as in :

- a. It was a small kitchen but clean.
- b. The room was the biggest room that I ever occupied.
- c. I was in Manila just for a day.

Some of the write-ups are not narratives or events that happened in the past. The verbs are supposed to be generally in the present verb form with statements of facts. The students failed to make use of the present form:

- a. * I can say that he was the most precious gift from above.
- b. * The teacher checked our paper and record in his class record.
- c. * Finish the things that you started.
- d. * The flowers looked fresh.
- e. * Studying English is a way for me to do that because they said that is the language of business around the world.

In here the students failed to recognize that statement of facts unlike narratives or recounts of past experiences are expressed using the present form of the verb. The errors were detected as they were expressed in the past tense like in sentences *a*, *b*, *c*, *d* and *e*. These have been corrected as follows:

To correct the error, the verb used should be :

- a. I can say that he is the most precious gift from above.
- b. The teacher checks our paper and records in his class record.
- c. Finish the things that you start.
- d. The flowers look fresh.
- e. Studying English is a way for me to do that because they say that is the language of business around the world.

Some write-ups relate the past experiences of the students. In some of their sentences, the students failed to use the past tense form. The errors committed are in the following examples:

- a. * There were a lot of tourists who visit our place last summer.
- b. * The students submit their papers after the admission examinations.
- c. * After they are through in senior high school, parents guide their children on what course they enroll when they enrolled in college.
- d. * My unforgettable experience happen in my elementary years.

Sentences **a**, **b**, **c**, and **d** are recounts of past events and experiences, the students made use of the present tense form. To correct these, the present form should be used as in :

To correct the above sample errors, the sentences should have been:

- . a. There were a lot of tourists who visited our place last summer.
- b. The students submitted their papers after the admission examinations.
- c. After they were through in senior high school, parents guided their children on what course they enroll when they enrolled in college.
- d. My unforgettable experience happened in my elementary years.

Another error on verb groups is in the use of the verb –ing or gerund form. It explains that the process of something has been done and also functions as a noun. The students committed errors like:

- a. * Then we proceeded ask the next question.
- b. * After several hours of traveled, we realized how far the place is.
- c. * After spent a moment to think about it, I chose to major in English.
- d. * Travel is expensive.

The students failed to recognize the use of -ing form in sentences *a*, *b*, *c* and *d*. The error committed is using the simpler form of the verb instead of -ing. This is a failure to determine that in explaining a process, -ing form is appropriate.

The errors are corrected in the following:

- a. Then we proceeded asking the next question.
- b. After several hours of traveling, we realized how far the place is.
- c. After spending a moment to think about it, I chose to major in English.
- d. Traveling is expensive.

The passive or active form should also be a basis in the correct use of the verb form. Errors were likewise committed, such as:

- a. * The evacuees stayed in tents, because their houses had been renovated.
- b. * At last, my plan was succeeded.

In sentence *a*, the student failed to identify the tense to be used. The past perfect tense is not correct. Instead, the past continuous tense should be used. In sentence *b*, the student writer failed to use the correct form of the verb.

The correct sentences are as follows:

- a. The evacuees stayed in tents, because their houses were being renovated.
- b. At last, my plan succeeded.

Preposition errors

A preposition is followed by a noun or a pronoun. It is a connective word that shows the relationship of the noun that follows it. It indicates position, place, direction, manner, agent,

time, condition, possession , between their objects and other parts of the sentence (Wishon and Burks, 1980). The use of the proper preposition is usually based on the context of the utterance or structure. A preposition may consist of one, two or three parts :

a. one part : of, on, in, at, for, from

Preposition errors have been noted to be the second predominant error along grammar usage. Again, proper preposition to use in a sentence is apparently causing confusion in the students' write – ups. Thus, its occurrence of 31 times among the write-ups is also alarming, like in the following:

- a. *This will shape the future me.
- b. * Happiness is the first step towards feel beautiful.
- c. * I am a freshman of pursuing English major.
- d. * They laughed me and I cried.
- e. * We swam like we were dancing on the waves.
- f. * She is a role model for many of us.

In sentences *a* and *d* , the omission of the preposition caused the error while in the other sentences like *b*, *e* and *f*, the wrong preposition was indicated considering the context of each of the sentence. As pointed out earlier, caution has to be made in order to make use of the right preposition. Lastly, the use of a preposition in sentence c is better stated by subordination.

The proper preposition in the sentences are as follows:

- a. This will shape the future for me.
- b. Happiness is the first step to feel beautiful.
- c. I am a freshman who is pursuing English major.
- d. They laughed at me and I cried.
- e. We swam like we were dancing with the waves.
- f. She is a role model to many of us.

Subject-Verb agreement errors

Agreement between subject and verb should be observed by noting the number such as being singular or plural. There a number of rules to make the verb agree with the subject.

However, this study made use of actual written sentences of students so not all could be illustrated in here. The general rule that the verb must agree with the noun in person and in number dominates in their structures. Thus, failure of the students in recognizing the number of its noun will likely make the student commit a disagreement between the noun and the verb like in the following sentence:

- a. * An English major do not easily give up.
- b. *There are a lot of tourists who wants to visit our place.
- c. *Sunday services goes like this.
- d. *Zyka live her life without regrets.
- e. *The infinite stars shines brightly.
- f. * We feels comfortable of the language.

Sentences **a** and **d** have singular subjects and so it should takes a singular verb but the students failed to recognize this. Sentences **b**, **c**, **e** and **f** also have plural subjects but the students put singular form of the verb. Failure of the students to recognize the number of the subject results to s-v error. The same errors have been found by (Calanoga and Tamayo, 2019).

Agreement of subject and verb are observed in the following:

- a. An English major does not easily give up.
- b. There are a lot of tourists who want to visit our place.
- c. Sunday services go like this.
- d. Zyka lives her life without regrets.
- e. The infinite stars shine brightly.
- f. We feel comfortable of the language.

Errors in the use of articles

The use of articles is determined by considering whether the noun is countable or uncountable and whether it is singular or plural. In grammar, there are two types of articles: the definite (the) and the indefinite (a/an). The definite article is used if the noun has been mentioned earlier or if it is similar. (Haryanto, 2017) stated that the article *the* developed historically from a word meaning *this* and still remains to be the basic meaning of the pointing

demonstrative. *The* serves to particularize a noun to help distinguish the known from the unknown. It narrows down a class or may even limit the class to one.

In addition, the indefinite article, *a/an*, is used if the noun has not been mentioned earlier. Its use also takes into consideration whether the noun is countable or not and whether it is singular or plural. If the noun is countable, singular and has not been mentioned earlier, *a/an* must be used. Moreover, article *a* is used if the word that follows starts with a consonant and *an* if a vowel.

Hence, to avoid errors in the use of articles, the students should be able to differentiate when to use *the*, *a/an* or *no article at all*. Failure for students to differentiate these, errors are likely to be committed like in the following:

- a. * I am English major and I can do this.
- b. *The family went home with an unforgettable memories.
- c. *Everyday, we have an exciting activities.
- d. *Writing made me more relaxed and contented more than a beautifully written books.
- e. *When English major wants to use what he knows.
- f. *The condition of the school was still same.

Sentences *a* and *e* as written by the students have errors of missing to put the appropriate article *an* since it is followed by a word that starts with a vowel. In sentences *b*, *c* and *d* the students failed to recognize that the noun is plural; hence, there is no need for any article. The last sentence *f*, the student lacked the definite article. The omission of the article makes it an error. The same findings had been found by (Manera, 2019)

The sentences should have been written as:

- a. I am an English major and I can do this.
- b. The family went home with unforgettable memories.
- c. Everyday, we have exciting activities.
- d. Writing made me more relaxed and contented more than beautifully written books.
- e. When an English major wants to use what he knows.
- f. The condition of the school was still the same.

Errors in the use of pronouns

Pronouns substitute nouns. They may be personal, reflexive, indefinite, interrogative, relative, demonstrative or expletive. There may also be disagreement between the pronoun and its antecedent. These are some errors commonly committed by the students like the following:

- a. * She wanted to stay in aunt's house while studying.
- b. * After the party, we had photos with theirs.
- c. * Those book is not mine.
- d. * This students are happy with their choice.
- e. * My mother is the best and he will always be.

In sentences *a* and *b*, the students failed to recognize the possessive pronoun to use. Sentence *c* and *d* failed to recognize the proper demonstrative pronoun while in sentence *e*, the antecedent does not agree with the pronoun reference. These errors were also found out in the studies of (Cuarteros, 2016; Calanoga and Tamayo, 2019)

The sentences should be :

- a. She wanted to stay in her aunt's house while studying.
- b. After the party, we had photos with them.
- c. This book is not mine.
- d. These students are happy with their choice.
- e. My mother is the best and she will always be.

Conjunction errors

Conjunctions connect words, phrases or clauses. The rules in using them has to be well observed by the students; otherwise, an error is going to occur like in the following:

- a. * Besides that, most of them prefer the course.
- b. * The failure is unfair cause the student is smart.
- c. * She could attend so she likes.

The students are confused in determining proper form of conjunction in each sentence. In sentence **a**, there are two conjunctions used. In **b**, there is no conjunction as cause and in **c**, the statement is conditional.

The errors have been corrected in the following sentences:

- a. Besides , most of them prefer the course.
- b. The failure is unfair because the student is smart.
- c. She could attend if she likes.

Pluralization errors

The process of adding the morpheme */s/es*, is called pluralization. However, there are some exemptions like having to change the spelling in order to form its plural form. Students still do commit errors along this, such as:

- a.*The class president was a right choice and many student like him.
- b.*She is one of the reason why I am studying.
- c.*He is a traveler ; he experienced flying in several airline.
- d. *The mangos are so sweet.
- e. * My classmate has two child.

All the sentences have pluralization errors. The students were not able to recognize the plural form of the subject or object in the sentences.

The errors are eliminated below:

- a.The class president was a right choice and many students like him.
- b.*She is one of the reasons why I am studying.
- c.*He is a traveler ; he experienced flying in several airlines.
- d. *The mangoes are so sweet.
- e. * My classmate has two children.

Incidental Lessons to be Focused on Mechanics and Grammar

The errors in mechanics that need to be focused on are avoiding the errors in the uses of punctuation marks and indentation. Along punctuation, students fail to recognize the use of

punctuations in their sentences. Thereby, resulting in errors as illustrated earlier. Secondly, they do not properly observe the standards of indentation in writing.

The errors along grammar are likewise very basic. The use of verbs ranked as the most troublesome; this is followed in particular order by the misuse of prepositions, subject-verb agreement, articles, pronouns, conjunctions and pluralization.

College Admission Policy and Curriculum Enrichment

Since the students have writing errors, the admission policy should include letting the entrant write a simple paragraph as a measure of the language competence of those admitted in the college. This is apart from their college admission test (CAT) scores, general weighted average in senior high school and the oral interview.

Necessarily, the foundation of the basic English is limited. There must be additional English courses along grammar and writing.

Conclusions and Recommendations

In the light of the findings, the following conclusions were arrived at:

1. The freshman students have limited competence in applying mechanics and grammar standards with the occurrence of errors in their write-ups. The predominant mechanics errors were in the use of punctuation and indentation while the predominant grammar errors were in the correct use of verb groups, prepositions and subject-verb agreement.

2. Incidental lessons along these predominant errors need to be focused on for the students to minimize and avoid these errors since these are basic mechanics and grammar rules.

3. The need for a write-up as an entry requirement for admission is imperative; likewise, the inclusion of basic English language courses to better equip the students.

Based on the conclusions, the following are recommended:

1. There is a need to conduct incidental lessons focusing on the most troublesome errors committed by students along mechanics and grammar. This could be done by both ESL and non-ESL teachers and could serve as one best practice performed by teachers of the college and an extra mile on the part of the faculty members whose passion should always be increased or heightened to refine the write-ups of the students.

2. For a sound college admission policy, the college administration may consider the inclusion of writing as a criterion apart from an oral interview with the entrants to the college. This is very necessary to determine balance in the communicative skills of the students.

3. The college administration may consider curriculum review so that additional English courses to improve the language proficiency of the students considering the fact that they are being prepared to become future teachers.

4. Parallel studies should be conducted covering other parameters of effective mechanics and grammar rules in writing.

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The implementation of collaborative learning in teaching writing to Indonesian university students: A blended language learning context

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Abstract

Upon the policy of the integration of technology into language learning by the Indonesian government (macro level) and the university where the authors are currently teaching (meso level) (Arifin, 2017), we will use Wiki, a feature of SharePoint within Office 365, as the tool to promote collaborative learning in teaching writing to university students. To

demonstrate the robustness of theoretical and pedagogical foundation of the designs, the design philosophy and principles of collaborative learning as an approach to teaching writing are first explored. The paper then continues to the discussion on how these principles are put into the context and can be facilitated with the use of Wiki. It concludes with a brief discussion of some potential limitations in the implementation of these design patterns.

Keywords: collaborative learning, teaching writing, blended environment

Design philosophy

Rooted within Vygotskian Sociocultural Theory (Levy & Stockwell, 2006), collaborative learning could broadly be defined as a situation in which students learn through participation, production, and negotiation (or interaction) with peers to achieve shared objectives (Laurillard, 2012). Interaction, production of an output, and negotiation for meaning have all been considered facilitative to language learning (Ortega, 2009). As a result of interaction, students will also learn through acquisition (input) and practice. All these factors become the main rationale for the use of a collaborative learning approach to teaching writing within the current teaching context.

Design principles

Although research (Zeng & Takatsuka, 2009; Hsieh, 2017; Yang, 2018) has suggested the effectiveness of collaborative learning to teaching writing in a blended language learning environment, Laurillard (2012) warns that empirical studies also show that students do not necessarily have the willingness to collaborate albeit put in a group. This becomes the main reason why the teaching design needs to have theoretically and pedagogically sound foundation.

Based on the Conversational Framework for collaborative learning proposed by Laurillard, the following pedagogical pattern is a guideline that we have modified to suit into my teaching context, based on my understanding of the collaborative learning theories.

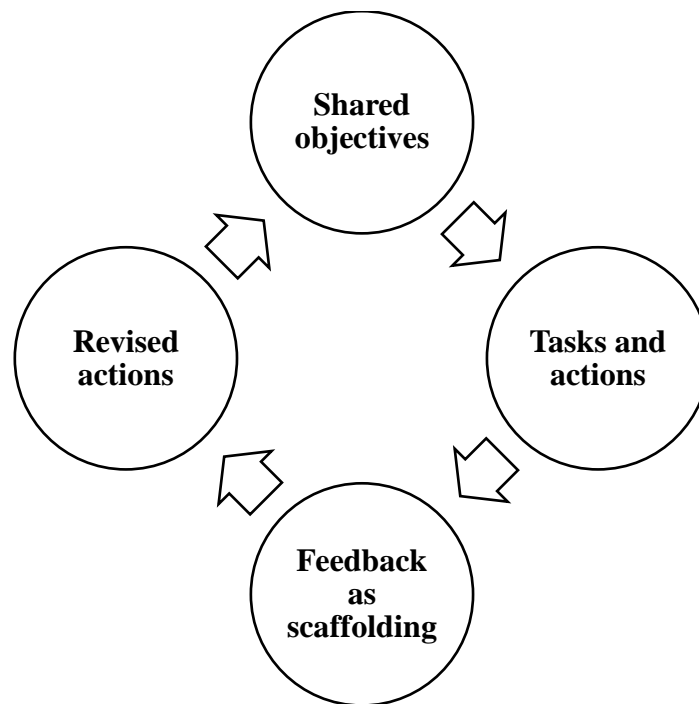


Figure 1 Pedagogical Pattern to promote collaborative learning (adapted from Laurillard, 2012)

First, teachers based on the syllabus inform students regarding the outputs that they are required to produce collaboratively; the syllabus is designed based on students' needs analysis. Next, teachers determine and explain communicative tasks that students must perform to achieve the shared objectives. The tasks need to be clearly understood by the students to avoid disorientation; thus, this instruction needs to be done within the face-to-face classroom. Teachers may also need to generate the modelling environment to help student become clear with the tasks. The tasks should be just beyond the students' capabilities, or zone of proximal development, to ensure that students benefit most from the tasks. Actions in this case refer to all activities that students do to complete the tasks. These actions may then, as generally, need revision by the use of intrinsic and extrinsic feedback as scaffolding. Eventually, the final revision is submitted to the teacher.

During the phase of actions, teachers need to ensure active engagement of all students because this is where students will have to interact or negotiate for meaning one another, and the negotiation for meaning is the learning itself. To achieve this, teachers need to provide individual tasks that students have to complete, that is, each student within a group is required to produce an output or idea. Other group members then provide comments, which can be in

the form of a debate, dialogue, challenge, or support (scaffolding). The comments have to be based on clear argumentation that could be supported by an example, reason, or reference. This negotiation process is the extrinsic feedback itself to the extent that students may need to revise their actions or ideas based on other students' feedback. Another type of extrinsic feedback is from the teacher's guidance. This guidance is crucial to ensure that students feel supported and confident that their actions are correctly performed; otherwise, they may feel disoriented and unsure over what they are doing. It is important to note that teachers' feedback needs to be provided as necessary, and it needs to be reduced over time to lead students to independent learning. The intrinsic feedback comes from the students themselves by comparing their actions or ideas to their peers or to the modelling environment provided by the teacher.

Putting the principles into the context

Following the pedagogical pattern (Figure 1), within face-to-face classroom we will first explain the students regarding the objective that they have to achieve collaboratively within a group in a blended environment. This explanation has to be done within the classroom to avoid confusion among students. The objective is to produce an essay on the topic of 'culture shock'; the potential sub-topics covers the definition of culture shock, the reasons why it could occur, and the solutions on how to deal with this issue. (Please refer to Appendix 1 on how these sub-topics are arranged within a Wiki page as part of Office 365.) The reason for using this topic is that most students, if not all, are highly motivated to pursue their master's degree abroad; the topics as part of the syllabus are decided based on needs analysis. The students that we refer to in the current teaching context is university students in their fourth or last year.

To ensure active engagement of all students, we will ask each of them to post one idea for each of the three sub-topics within their group; the group consists of four to five students. Laurillard (2012) recommends a maximum of five students within a group to ensure active participation of all students; if more than five, some may not actively engage. After articulating their own ideas, they then give comments or challenge other students' ideas within their own group. They will have to keep debating one another until they all have agreed over the ideas that will be put in the essay for the final submission; this is an iterative process. In challenging others' ideas and maintaining ideas, the students are required to provide a rationale, example, or reference to support their ideas. During all these processes, we will give some comments as necessary showing whether they are doing the tasks appropriately. We will avoid giving too much contribution to lead the students to achieve independent learning.

For the assessment, it is important that all students are clear about the criteria of the assessment so that they can carry out self-assessment and become more aware of their own performance (self-reflection). For this reason, we will then inform students regarding the criteria for the assessment prior to the tasks. For the criteria, we adopt and adapt the rubric designed by Gruba and Hinkelman (2012). The authors propose three assessment criteria to assess students' participation in a blended language learning environment including quality of response, interaction, and frequency. However, we will add a feature of 'accuracy' in that some of my students may still have grammatical issues that could impede the communication; in my teaching we apply form-focus instruction (Levy & Stockwell, 2006). (Please refer to Appendix II for the rubric.)

To conduct the assessment, all students' dialogues have to be recorded from the beginning to the end when the essay is ready for submission. This becomes the main rationale for using Wiki as the tool to promote collaborative writing within the current context; Wiki, a feature of SharePoint within Office 365, has the feature to record all the dialogues. Another reason is that because empirical studies have reported the effectiveness of Wiki for collaborative writing (Su & Beaumont, 2010; Kessler & Bikowski, 2010; Zou, Wang, & Xing, 2016) and positive perceptions among students (Miyazoe & Anderson, 2010; Wang, 2014; Vorobel & Kim, 2017), although not all research (e.g., Thomas, David, & Minocha, 2009) has reported positive evidence. Laurillard (2012) argues that the teacher plays the key role to successful utilisation of any technology tools including Wiki. The rationale for using Office 365 is because of security, confidentiality, university ethics, and practicality; it is practical because it is free for university staffs and students.

Conclusion and potential limitations

To meet the policy of the macro and meso levels, the current paper shows how technology can be integrated into teaching collaborative writing. For the tool, Wiki as part of SharePoint within Office 365 becomes the choice because it helps facilitate collaborative writing principles, and it also ensures security, ethics, and data privacy. Practicality is also the main reason to this; Office 365 is free for university students and staffs. The limitation would be that the university where we are currently teaching has not subscribed to the platform Office 365, yet we have asked the university staff to propose an application to Microsoft company, and the application is now under review. The assessment rubric may also be problematic in that it has not provided specific criteria on how to assess students' achievement as an individual

and their achievement within groups. Further research may be needed to provide validity argument for a rubric to specifically assess collaborative writing.

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Appendix I

Wiki Page View

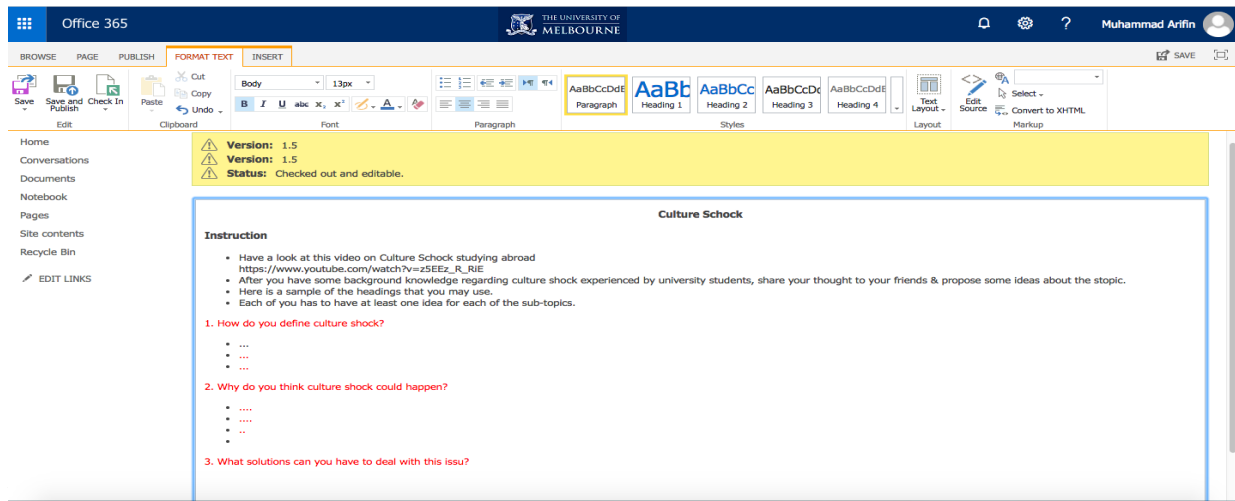


Table 1 Rubric for Assessing Participation in a blended approach by Gruba and Hinkelman (2012). The feature that I add is in red.

Criteria	Excellent	Competent	Developing	Unsatisfactory
Quality of Response	Critical and aware: insightful opinions	Understands the issues at hand; informed contribution	Aware of issues; basic understanding	Little demonstration of understanding
Interaction	Leads the discussion	Respectful and appropriate	Uneven style of communication	Sporadic, and tangential, contributions
Frequency	Has attended all sessions	Has attended most sessions	Has attended some sessions	Has sporadically, if ever, attended sessions
Accuracy	No or few grammatical mistakes	Grammatical mistakes rarely impede the communication	Grammatical errors may impede the communication at times	Grammatical mistakes predominate and distort the communication



Newspapers' text headlines: A discourse analysis on the ideological representation to a female leader

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Abstract

This study investigates the texts' news headlines to examine how language plays a role in the portrayal of a female leader in the Philippines. This paper employs discourse analysis to draw insights from ideological representation to a leader. It was revealed in the study that newspaper's headlines used negative words to associate stereotypical negative traits to a female leader and attribute positive traits to what is expected from her femininity. With this, this study aims to examine the lexical choices used in newspaper's headlines that may have profound influence to people.

Keywords: *discourse analysis, Systematic Functional Linguistics, process types, textual analysis*

Introduction

Media of today becomes powerful in creating and forming public opinion. It now encompasses television, movies, newspaper, radio and internet. Technologies have given rise to electronic media like news website which actively uses social media sites for news distribution. Both traditional print media and social media cater to a richly diversified media industry in the Philippines. One of the most frequently discussed issues of media is politics.

In Philippine politics, essentially during elections, many presidential candidates are won and lost based on how people look up to the candidate. Most Filipinos only get to know a candidate through the candidates' representation in the media, where television, radio, internet and newspapers make use of language that gives people ideas on social and political issues. Mass media have powerful influence in representing a politician the society even after the election. Moreover media have significant effect on people's opinion to certain politicians. The effectiveness of communication through news is centered to the lexical choice of media to influence its audience. It is apparent that readers particularly pay attention on the headlines before reading the entire newspaper content. According to Tinio (2003), journalists are free to use their preferred style in language use and linguistic structure in their articles. The freedom given to journalists, reporters and editors to choose the lexical variation on their articles creates an influential view on certain news in the society.

Similarly, the present investigation on the representation of media to a female senator focused on the lexical variations provided by news headlines. It is certain that the words used in the headlines constructs perceptions to the readers.

Media and Linguistics

Media is dependent on the use of language to obtain interest from the readers. It has become a powerful medium to report news and portray images of public figure that generally shaped reader's opinion. Nowadays, people prefer to read news online than read news on newspapers. Hence, the media industry has joined internet arena with the objective of reaching a vast array of readers who prefer clicking the keyboards to have access on news. Van Dijk (2001, cited in Guinto 2013) posited that media forms ideologies that are perceived by its readers. These ideologies affect how people understand the news and eventually shape their opinion.

Media with the use of language shapes and forms ideologies on the news reported through headlines. It is the part of the news report where people usually read first and decide whether they will continue to read the news or not. Thus, the researcher would like to particularly study lexical choices used in the headlines in online news.

The study of Valdez & Steel (2013) specifically examined the headlines of the university's newsletters by analyzing the lexical choices in the texts' headlines. Valdez & Steel (2013) particularly investigated how the newsletters' headlines provide the representation to the institution with the ideational metafunctions and process types discussed by Halliday while considering the concepts from Systemic Functional Linguistics (SFL). The study revealed that

a distinct pattern of lexical choices in the headlines contribute on how the university was represented. The researchers argued that the headlines give positive self-presentation to the institution.

In the study of Wang (2010), political speeches of the former President Barack Obama was analyzed following MK Halliday's SFL and adapting critical discourse analysis. It was found out from the study that material process which, a process of doing, is the dominant process in the political speeches of Obama. The frequent used of material process in the speech of Obama showed what his government has achieved, what he is doing and what he will do as the highest political leader in the country. Moreover, the study also revealed that Obama used more simple words and short sentences instead of difficult ones. According to Wang (2010) the colloquial words used in the speech of Obama shorten the distance between him and the audience.

On the other hand, Guinto (2013) examined the column titles of in the Philippine Daily Inquirer's (PDI) Youngblood and Highblood sections. The analysis was done through the examination of process types in the column titles. Guinto (2013) explained that young writers have different way of presenting their experiences through lexical choices when writing. It was found out that young writers tend to present themselves as being goal-oriented, adventure-driven, and assertive, yet weak, frustrated and dependent. Consequently, the elderly contributors portray themselves as energetic, politically- and socially-aware, wise, yet nostalgic, sickly, and age-conscious.

Similar to the present investigation, the researcher employed Michael Alexander Kirkwood Halliday's (often M.A.K. Halliday)(1994) process types discussed in Sytemic Functional Linguistics (SFL) as the analytical framework of the study. The researcher is particularly interested on how the media use language on headlines that shape public opinion towards events, people and institution particularly the representation of media to a an elected senator. At this juncture, the researcher would like to explain that this stimulated her to conduct the study. To broaden the understanding on these practices of media which plays an increasing crucial role in the society, this present study employed Discourse Analysis anchored on the Sytemic Functional Linguistics (SFL) as the analytical framework.

Research Questions

The study aims to examine the discourse that establishes the lexical choices in the news headlines. Specifically, it aims to answer the following questions:

1. What process type is leading in the newspapers' headlines?

2. How do the lexical choices represent the female senator in news headlines?

Theoretical Framework

It is important to determine the lexical choices that manifest in the texts' headlines that influence how people's opinions are shaped. This study is anchored on Discourse Analysis and Systemic Functional Linguistics (SFL) as the analytical framework of the study.

This study employed discourse analysis, specifically the representation of media to a lady senator during the trial on her allegedly case on illegal drugs. Wodak & Meyer (2008) argued that studies anchored on the Discourse Analysis are concerned with the social problems and issues in the society. On the other hand, Van Dijk (2001) explained that CDA primarily concentrates on the political issues accompanied by power and dominance in the society.

1.5 Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics (SFL) is a method in analyzing language which was mainly developed by M.A.K. Halliday, an Australian linguist, and his followers during the 1960's (O'Donnell 2012, p. 1). In the study of Almurashi (2016), it was mentioned that Systemic Functional Linguistics, also called Systemic Functional Grammar is a fundamental approach for discourse analysis, critical discourse analysis and with other theories in pragmatics. In addition, Fairclough (2003) acknowledges Halliday's SFL in analyzing language anchored on discourse analysis. "SFL is profoundly concerned with the relationship between language and other elements and aspects of social life..., making it a valuable resource in critical discourse analysis" (Fairclough, 2003 p. 5).

The foremost concern of SFL is to analyze the use of language, thus it puts premium on the function of language by determining what and how language is used for and the manner by which certain language is composed. (Matthiessen & Halliday, 1997). One of the significant contributions of SFL is the introduction of grammatical systems classified as '*transitivity*' (Matthiessen & Halliday 1997). This transitivity accordingly is comprised of the experiential meanings that include process types and the interpersonal meanings which include textual meanings. In the present study, analyzing the data is done by determining the process types through textual analysis. The following discussions illustrate the significance of textual analysis and process types in addressing the objectives of the study.

Halliday's Textual Analysis in Sytemic Functional Linguistics (SFL)

This study employed transitivity as part of ideational function referred by M.A.K. Halliday as metafunctions of language. According to Halliday (1979) it is through the ideational function that the speaker or writer represents the language from the person's experience of the phenomena in the real world. These experiences include the person's reactions, cognitions, and perceptions, and also his linguistic acts of speaking and understanding. Systemic Functional Linguistics or SFL typically recognizes four main types of processes that include material process, mental process, verbal process and relational process. These four types of process are important in determining the metafunctions of language used in a particular discourse to undermine the ideologies being constructed. The material process is the use of verbs that shows physical actions in the real world; while mental process is the use of word/s that show perceptions, cognitions and affection; on the other hand, verbal process is the use of verbs that shows processes of communication; and lastly the relational process is the use of word/s that expresses possession, equivalence and attributes (Nguyen, 2012). Fairclough (2003) recognized the important function of using M.A.K. Halliday's SFL as an instrument for conducting research in analyzing language in discourse analysis.

The present study situates its analysis in examining the representation of news headlines to a politician using concepts imparted by SFL which is fundamentally concerned between the relationship of language and aspects of social life. The notions provided by Halliday with regard to metafunctions of languages are significant in addressing the aspects of representation of texts' headlines to a specific discourse.

Halliday's Process Types in Sytemic Functional Linguistics (SFL)

According to Halliday (1994), language as a social semiotic is a system of lexical choices which can be controlled by people or organization that gives information. Thus according to Halliday, Systemic Functional Linguistics (SFL) explores language as "meaning potential" which he termed "metafunctions".

Halliday identified five process types namely: material, mental, behavioral, verbal and relational.

1. The ***material process*** describes the process of doing, usually concrete, tangible actions. The use of verbs which shows physical actions in the real world is an example of material process type. Thus the basic idea of the material process is that a social actor does something or undertakes an action (Eggins, 2004). The material process is expressed by an

action verb (e.g. eat, go, give), an Actor (logical subject) and the Goal of the action (logical direct object, usually a noun or a pronoun). (Hu Zhuanglin, 1988)

2. The **mental process** describes the process of thinking or feeling. In this process type, it is important to determine the lexical choices that describe the perceptions, cognitions, and affection from the social actors. Mental process is expressed through mental phenomena as “perception”, “reaction” and “cognition”. A mental process involves two participants, the ‘sayer’ and the actor or phenomenon. (Hu Zhuanglin, 1988)

3. The **verbal process** accounts for “verbal actions” or verbs that signal the verbal process. Thus verbal process describes the process of communication. Verbal processes are those of exchanging information. Commonly used verbs are *say, tell, talk, praise, boast, describe*, etc. In these processes the main participants are the sayer and receiver.

4. The **behavioral process** serves as a borderline between the material and mental process, which follows the notion that humans are conscious being. Behavioral processes refer to physiological and psychological behavior such as breathing, coughing, smiling, laughing, crying, staring, and dreaming, etc. There is only one participant in this process which is the behavior. The behavior processes is much like the mental process. When Behavioral process has two participants it may take it as material process (Hu Zhuanglin, 1988)

5. **Relational process** expresses possession, equivalence and attributes. Relational process can be classified into two types: Attributive and Identifying. The former expresses what attributes a certain object has, or what type it belongs to, for example, *The temperature is high*. The latter expresses the identical properties of two entities. (Hu Zhuanglin, 1988)

Discourse Analysis

Discourse Analysis is an established qualitative approach that offers a range of influential mechanisms through which to identify how particular effects are achieved through discourse defined as ‘socially constructed knowledge of reality’ (Wodak and Meyer, 2008). In the social media environment, the capacity to communicate to various kinds of audience is now more widely distributed. According to Norman Fairclough (1993) mass media does not only

convey information to the society at large but also help people create and form their opinion on social entities and relations that may dominate biased ideologies. Since language is a central force that intervene in the discursive strategies of representation, it has been observed that media becomes powerful over issues like politics.

Discourse analysis is an analysis of language used utilizing various approaches derived from other scientific disciplines. (Wetherell, et. al 2001ab). Discourse when studied is shown as a system of meaning which comprises interactional and sociocultural context from what the speaker's intend to communicate. This approach is used to reveal an analysis of language through investigation of its construction and function. Potter & Wetherell (1987) posited that discourse analysis is an approach used to examine the construction and rhetorical aspects of what people expressed through language in the context of communication. Furthermore, discourse analysis involves use of language as an important aspect from which the speaker's actions and intentions are expected to perform.

Methodology

Research Design

The present study used a mixed-method approach using the quantitative-qualitative research methods. The qualitative aspect of the study will include the tools used in textual analysis to uncover the important features of the lexical choices in the headlines of online news. It also utilized quantitative that used simple statistical treatment such as frequency and percentage to find the numbers of process types and ideological concepts in the headlines news report.

Data Collection

The news articles that resulted from the search phrases “De Lima 2016” comprised the corpus of the study. The researcher analyzed news articles from Inquirer.net, fourteen (14) news headlines from September 13 -30, eleven (11) news headlines from October 5 – 20, and ten (10) news headlines from November 7-29. All texts headlines that were analyzed were published online in the year 2016. In total, the corpus of this study comprised of 35 news articles with three hundred twenty – eight (328) words.

To obtain the news articles, the study used the search engines of the online news portals to search the phrases “De Lima 2016”. All the news articles were copied from the internet and pasted to a Notepad and were saved that helped the researcher identify the words that underwent analyses.

The study employed textual analysis and discourse analysis which is helpful in illustrating that language is a social process connected to other social processes when the texts of the news headlines published in the PDI's URL were analyzed. The method of textual analysis was utilized by the researcher in the examination of the texts of the news articles. The analysis of lexicalization to analyze the choice of words news headline is helpful in the present study in order to answer the objectives of the study.

Procedures

The headlines that were analyzed in the study were retrieved from the website of Philippine Daily Inquirer which is <http://www.inquirer.net>. The Philippine Daily Inquirer both publishes news in print and online. The researcher decided to collect data from the online version since it is always readily available to the readers who have internet access. The researcher also believes that online news reporting as the newest form of media is noteworthy to be studied. The headlines news with Senator De Lima as the subject of the news reports were retrieved from the PDI's URL. The headlines from September 13, 2016 to November 29, 2016 were purposively chosen as the data for analysis in the study. The researcher chose this time frame since these are the months where the controversy regarding Senator De Lima's alleged illegal drugs case was heard in court. This time frame was also the last few months before the lady senator was put into jail.

To identify the ideological construction to Senator De Lima from the PDI's news headlines, the researcher identified the verbs and other words in the headlines and classified them. These were labeled with the corresponding process types with the number of occurrences of the verbs and other words in the news headlines. From the process types and lexicalization in the headlines, the ideological construction to the senator was derived. It was noted that the process type with the highest frequency count and percentage initially gave the ideological concepts that were identified in the lexicalization process.

Method of Data Analysis

The aim of the present study in determining the leading or dominant process types in the headlines in terms of material process, mental process, verbal process and relational process and the representation of the news headlines to Senator De Lima is anchored on Halliday's (1994) process types discussed in Systemic Functional Linguistics (SFL). It was espoused by Halliday (1994) which particularly focused on transitivity analysis and lexicalization.

During the analysis of the study, the researcher got two inter-raters who helped in the analysis of the news headlines and in identifying the process types in the corpus. The inter-raters were invited by the researcher to her house for a consensus validation in re-examining the corpus based on the process types. After hours of analyzing, the phrase “*will surely be jailed*” which was analyzed by the researcher as part of the ‘*verbal process*’ was then transferred to *mental process* as suggested by the inter-raters. A number of news headlines were also removed from the material and mental process. The word ‘lead role’ was also added to mental process while the verb ‘*wants*’ was added to verbal process as also suggested by the inter-raters. The inter-raters are faculty members of the Language Department in a state university in Luzon.

The first objective in this paper which is to determine the dominant or leading process types in the news headlines is answered by calculating the frequency distribution of the process types. It then revealed the process type dominating in the news headlines of Philippine Daily Inquirer. To get the frequency this formula $f/N=100\%$ was used in calculating the number of material process, verbal process, relational process and mental process.

In the case of the second objective, a qualitative approach which is a discourse analysis was used. According to Bennett (1976), communication is a matter of a source seeking either to inform a receiver or of something or to enjoin some action or interpretation as it was represented. In the present study, it was explained how the lexical choices manifested in the process types in the news headlines represent De Lima. Thus this approach helped the researcher in illustrating the representation of news headlines to their subject or actor/s by utilizing the process types.

Results and Discussions

This section presents the analysis of transitivity patterns that emerge from PDI’s news headlines and its representation to Senator De Lima in forming ideological concept to the readers.

Process Types in the Philippine Daily Inquirer’s headlines

The data on Table 1 shows the results of the analysis showing the process types found in the news headlines.

Table 1.

Process Types in the Philippine Daily Inquirer's headlines

Process Type	f	%	Rank
Material	20	56	1
Verbal	8	22	2
Mental	7	19	3
Relational	1	3	4
Total	36	100	

Table 1 shows that the material process is the leading or dominant process type used in the PDI's headlines. The material process has the highest number of occurrence with 20 or 56% of the corpus while verbal process comprises of 8 or 22% occurrences in the texts' headlines. The mental process accounts for 7 or 19 % followed by relational process with only 1 occurrence or 3%.

Material Process

The occurrences of the verbs and other terms found in the news headlines are important in elucidating how media narrates the illegal drug case against De Lima to the readers. The prominence of the verb face, files, and summons as material process indicates that De Lima is being connected to illegal drugs. The use of these verbs demonstrates the core function of NBI and DOJ to investigate De Lima's alleged connection to illegal drugs. The NBI and DOJ, government agencies responsible for such cases, are the social actors in the headlines for which the verbs are associated undertaking the physical or concrete actions. The material process shows the process of doing by the social actors. Thus the verbs, face, files, summons, used in the headlines indicate the actions of the social actors involving De lima to illegal drugs.

The following examples illustrate this observation:

"De Lima, Sebastian, Dayan, 4 others face drug raps"(October 11, 2016)

"NBI files drug raps vs De Lima"
(November 11, 2016)

*“DOJ summons De Lima, 2 of her staff to preliminary
hearing on drug cases”
(November 22, 2016)*

The occurrence of +d and +ed form of the verbs is also apparent in the corpus. It only shows that the material process in the headlines reports what has already been done by the social actor/s. The verb ousted connotes the situation of De Lima, the social actor, being excluded as committee chair in the senate while the verb received strongly suggests De Lima’s involvement on illegal drugs by associating her to the P 1.5M drug payola. Moreover, the verbs investigated and linked are verbs used to intensify De Lima’s connection to illegal drugs. The following headlines exemplify the material process:

*“De Lima ousted as Senate justice committee chair”
(September 19, 2016)*

*“Solon wants De Lima investigated for hand in Bilibid riot”
(September 28, 201)*

*“De Lima received P1.5M drug payola from Colanggo—
murder convict”
(September 21, 2016)*

*“De Lima’s ex-aide discovered video on driver’s phone—
Aguirre”
(October 05, 2016)*

*“Slain mayor linked De Lima, 225 others to illegal drugs”
(November 07, 2016)*

On the other hand, the occurrence of to + verb constructions in the corpus implies the certainty of future actions to be implemented by the social actors mentioned in the headlines. The following occurrences exemplify this observation:

*“NBI deputy director to testify vs De Lima — Aguirre”
(September 19, 2016)*

“Ex-bodyguard, CIDG agent among 6 to speak vs De Lima in House probe”

(October 06, 2016)

“DOJ to press ahead with probe into drug rap vs De Lima”

(October 12, 2016)

“Congress urged to recommend raps vs De Lima over Bilibid drug trade”

(October 19, 2016)

“Jaybee Sebastian to sue De Lima for graft, torture”

(October 05, 2016)

“No agreement to scrap arrest warrant plan vs De Lima – Alvarez”

(November 29, 2016)

The sample headlines above connote strong certainty on the possible tangible actions of the social actors for which NBI, CIDG, Congress and De Lima's ex-bodyguard were mentioned. Similarly, the use of the verbs, to + verb, functions as material process illustrates the aggressiveness of the social actors of their plan of action. The verbs to testify, to speak, to recommend, to scrap, to press and to sue demonstrate the social actor's future action of testifying against De Lima.

Verbal Process

The corpus also yields a range of verbal process as it accounts for 8 or 22% of occurrences in the headlines. Some of the verbs used in the texts' headlines are screwing, show up, shut up, advises etc. These verbs describe the actor's process of saying or 'verbal actions' as expressed in the texts' headlines. The verbal process established from the corpus can be interpreted as the social actor's command of authority to De Lima. It is apparent that the social actors like Duterte, Aguirre and the House probe would like to make a strong command of their intentions to convey a message to De Lima. The verbal process show up and shut up are stipulations that strengthen the verbal actions in the headlines. While the verbs screwing and

advises are directly reinforcing a negative assumptions to De Lima as deceiving the nation and being hysterical. It can also be observed that the headlines that used verbal process have the following pattern: social actor + verbal process. The following headlines illustrate these observations:

“Duterte: De Lima ‘screwing’ not only driver but also the nation”

(September 22, 2016)

“Show up or shut up, House probe tells De Lima”

(September 25, 2016)

“Aguirre advises De Lima: Don’t be hysterical”

(September 28, 2016)

Mental Process

The mental process from the corpus is equally important in determining how media make use of lexical choice in representing the social actor in the texts’ headlines. The use of the terms concubinage, immorality, ‘paid sex worker’, lead role, slut, hysterical and ‘serial liar’ found in the texts’ headlines function as mental processes that identify perception and cognition. It was described by Guinto (2013) that the use of words or terms which functions as mental process are essentially a “process of thinking or feeling”. Therefore words and terms which carry a certain extent of emotions and feeling to a certain text are fundamental in establishing people’s perception to the social actors being represented.

The terms *‘paid sex worker’*, *immorality*, *concubinage* and *slut* are strong descriptions in forming ideological concepts to De Lima that may be interpreted as someone committing immorality. The representation of the texts’ headlines to the case of De Lima on illegal drugs was then distorted and confused to another issue linking the senator to a misconduct of being immoral. The mental processes used in the headlines are destructive to the image of a senator who should have been portrayed with credibility. However it is important to be given emphasis that the disparaging terms used against De Lima are terms spoken by the sayer/s and social actors involved in the illegal drugs dispute.

The following headlines attest to these observations:

“De Lima laments being portrayed as ‘paid sex worker’”

(September 27, 2016)

“Aguirre advises De Lima: Don’t be hysterical”

(September 28, 2016)

‘I am not a slut’—De Lima (October 14, 2016)

Aguirre: De Lima may be liable for concubinage, immorality

(November 24, 2016)

De Lima a ‘serial liar,’ says Speaker Alvarez

(November 24, 2016)

On the other hand, the term lead role associating De Lima to narco-politics is a mental process that gives the readers the thoughts and perceptions played by the social actor which is De Lima.

The headline below show that mental process established by the sayer to the the social actor:

“Duterte says De Lima played lead role in narcopolitics”

(October 12, 2016)

It is apparent in the texts’ headlines that Duterte is the sayer who established a negative cognition to the social actor being accused of having the lead role in narcopolitics. Narcopolitics is a term used in the Philippines that label government agencies and politicians who are abusing their power in the expense of money to achieve wealth by protecting the illegal drug industry in the country. Thus any politician linked to illegal drugs and labeled as having played the lead role will give the readers negative thoughts and perceptions. Moreover the term lead role may also be interpreted as De Lima being the mastermind of the illegal drugs industry. Since mental process is concerned with emotions, feeling and cognition, the readers may also have the perception that the senator’s alleged connection is a strong statement that may be perceived damaging to a politician’s name more so to a lady senator.

The terms used in the mental process associating De Lima as slut, concubinage, immorality, serial liar and lead role are all negative cognition that may lead to the senator’s damaging credibility.

Another headline that creates a strong mental perception to De Lima is what Duterte, the president of the country, mentioned that in the future the senator will be sent to jail.

The headline below is an extract from the corpus:

“Duterte: De Lima will surely be jailed”

September 27, 2016

The phrase *‘will surely be jailed’* functions as a mental process since it involves perceptions of the sayers. It connotes Duterte’s beliefs and perceptions of a future action that may happen or may not happen. It can be understood as an influential stance considering the expression was uttered by a person who has a powerful position in the country. The established views on the part of the social actor which is De Lima can be interpreted as deleterious judgment since the case is still in court. Thus the objective of mental process is potent in establishing conclusions and cognition to social actors for which entails responsibility on the part of the newspaper’s management.

Relational Process

The relational process has only one (1) occurrence from the corpus that accounts for 3%. It was explained by Guinto (2013) that the relational process “assigns attributes or identities to ‘being’ suggesting that there was or is something (i.e. existential process types) and those they are seated to exist with other things (i.e. relational process types). Therefore, the identity allocation in this process is predominantly utilized to illustrate the existence or reality that may transpire between the sayers and the social actor.

This is exemplified in the headline below:

“Dayan is lying – De Lima on drug payoffs”

(November 23, 2016)

It is apparent that the use of the verb ‘is’ + lying’ suggests that the sayers which in this case is referring to De Lima makes an accusation to the social actor. This suggests that the sayers are assigning an identity to the social actor mentioned in the texts’ headlines. The social actor Dayan who is associated to De Lima as ex-lover bodyguard was reproached by De Lima to have conveyed lies. Therefore the identity of the social actor as liar is established by the sayers which then was made as headline in the Philippine Daily Inquirer’s online news. Although it is apparent that it was the sayers, De Lima, who uttered the relational process ‘is lying’, it is noteworthy to mention that media plays a significant role in choosing this phrase as the headline banner.

The representation of De Lima's case in the texts' headlines

All of these interpretations are results from the textual analysis of the discourse in the corpus. The process types that include material, verbal, mental and relational process guided the researchers in examining the lexical choices used in the PDI texts' headlines. This analysis of the discourse presumably may fundamentally illustrate how media gives representation to certain news with the words, terms and verbs they use in headlines.

Although the mental process ranks third in the frequency count of occurrences that only account for 7 or 19% in the corpus, it has a significant influence to the readers. It was explained that mental process is concerned with the feelings; thoughts and perceptions towards or against the social actor thus may create a positive or negative representation to the readers. In the present study, it is apparent that words used in the headlines like slut, liar, immoral etc. can have a devious implication to a person worst to a lady senator. The terms suggest an unscrupulous person not worthy to be trusted. The result of the present study is in contrasts with the study of Valdez (2013) who found out that the university's newsletter used positive terms to represent the institution in the international arena. While the study of Guinto (2013) also revealed that writers in the Youngblood and Highblood section of Philippine Daily Inquirer also used positive words to represent themselves.

Though the results differ from the other two studies mentioned, it is noteworthy to be given emphasis that the corpus used in the present study examines news headlines for which most Filipinos consider before reading the whole content of the news. The tendency of newspaper publication is to exaggerate or amplify the news to be able to get more attention from the readers. This according to Tinio (2003) is where reader's decision is made whether the article must be read or not. Thus the mental cognition of the readers to the social actors involve in the illegal drugs dispute are primarily from the texts' headlines, particularly if the readers chose not to read the whole article.

The material process emerged to have the most number of occurrences in the corpus with 20 or 56%. The verbs used show the lexical choice used by Philippine Daily Inquirer in their news headline to Senator De Lima. The use of M.A.K. Halliday's Systemic Functional Linguistics (SFL) is significant in the present study as it recognizes the material process as physical actions in the real world. Thus, the verbs *investigated*, *discovered*, *to testify*, *to sue* etc. fall under material processes that indicate negative actions associated to De Lima. In the headline '*De Lima's ex-aide discovered video on driver's phone—Aguirre*' is an indication that news can be magnified particularly to a presidential candidate. To some, the news is a matter of no importance since the video was not described as detrimental to anyone. But to

others, it connotes a negative impression to a politician by associating the video to De Lima's said "sex scandal". Since, all politicians aim to project a positive reputation to people for their support in the future elections, these negative actions denote incompetency on the part of De Lima which established a destructive reputation. Thus, the occurrence of negative verbs in the corpus gave the readers of PDI a bad reputation to De Lima not only as an incompetent senator but worst an immoral woman.

Conclusions

This investigation is anchored in the discourse analysis to determine how the textual analysis in the texts' headlines help in forming positive or negative concepts or representation to the readers. Senator Leila De Lima has been linked in the illegal drugs anomaly; in this case, she has already established a devious reputation to the public even before the 2016 election campaign. Thus, the negative concepts conveyed by Philippine Daily Inquirer through lexical used in their headlines are only verification on the previous concept of readers to De Lima.

The result of the study shows that material processes that describe physical action reveal the incompetency of De Lima. On the other hand, the patterns in mental, relational and verbal processes suggest that De Lima is dishonest, deceitful, immoral and the mastermind of illegal drugs in the country.

However, these negative concepts are drawn from the analysis of the researcher based on the patterns that emerged from the corpus; other concepts may arise as different analysis may result from a positivist study.

The negative representation of online media to De Lima makes the readers' previous perception only stronger, as De Lima was continuously being linked to the dispute of illegal drugs in the country. Hence, it can be concluded that the lexical implication of online media's representation to a lady senator directly affect the readers. The publicity brought by online media to focus on negative angles of the issue may shape online readers' opinion to what and who to believe in.

In the Philippines, it is prevalently seen that the choice of people whether who is credible or not is influenced by media through television, radio and internet which have become powerful in forming public opinion. These practices of online media profoundly influence not only the opinion and awareness of people in their community, moreover the decision to abide certain policies and contribute civic duties to the community strongly rely on how an issue was presented to them, both negatively or positively.

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A Discourse Analysis on Economic Plenary Debates over the General Appropriations Bill in the Philippines

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Abstract

This study analyzes the discourse of the Senate plenary debates in the Philippines over budget/economic issues in terms of the pronominal choices of the participants, and the strategic and persuasive tactics they employ during debates. The framework of Bramley (2001) is adopted to examine the lexical choices, i.e., the pronominal choices of the participants in the plenary debates. In terms of the goal of discerning tactics and strategies used during public debates, Gee's (1995) discourse analysis tools is used, which includes the semiotic, world activity, socio-culturally-situated, identity and relational, political, and the connection building — which, taken together, can help one explicate what is being attempted and achieved in the public discourse. It was found that the tactics or strategies determined from analysis of the transcripts of the 2017 General Appropriations Bill closely associated with the operational categories explained in Gee's work: *identity building*, *world building*, *activity building* and *connection building*. Gee's (2001) discourse analysis tools were helpful in discerning the tactics used by participants in the Senate debates. The study may also help in understanding the language and the motives of political leaders in the country through the pronominal choices of legislators. It was found that based on the seven sessions (shown in table 3 of this study) which is equivalent to 155,433 word corpus, that use of the pronoun *I* ranks first with 2,199 occurrences (1.41%); second is the use of the pronoun *we* with 2,144 (1.38%) occurrences; third is the pronoun *they* with 952 (.61%) occurrences; and fourth is the use of the pronoun *you* with only 294 (19%) occurrences.

Key words: general appropriation bill, budget plenary debates, pronominal choices, discourse analysis tool

Introduction

Language, in general, is an avenue to access information, share thoughts or ideas – it is what connects us and it is likewise the tool used to stream out emotions. Malimas, Carreon and Peña (2018) posit that since communication is inherent in people’s day-to-day activities, using language is indispensable. Thus, “analyzing how people in different speech communities use language to express their message provides an insight to the various ways that people can interpret language (p. 389).”

Correspondingly, language predominantly has power in the fields of law, politics and most importantly in the realm of economics. When we talk about this field, we may undoubtedly think about the sources of funds, talk about debates as to the allocations of budgets in the different sectors or agencies of the country, and discuss appropriations to alleviate poverty. This makes the topic of the study so interesting especially in the arena of discourse in politics.

Van Dijk (2000) posits that more than any other kind of discourse, political discourse is exceptionally ideological. He describes ideologies as the basis of the social representations of groups where the notion broader than any kind of socially shared mental representation.

This means that if we focus on politicians or legislators, we shall typically have at least *two* ideologies as expressed in their text and talk: First, the professional ideologies that trigger their functioning as politicians. And second, the socio-political ideologies they adhere to, e.g., as members of political parties or social groups. The study particularly examined how politicians, purposely, the senators in the Philippines function as they forward and argue interests of economic-political nature.

The context of this study is on the Senate Plenary Debates over the Fiscal year 2017 General Appropriations Bill.

The General Appropriation Act (GAA) is what the Philippine government plans to spend for its programs and projects, as well as the sources of funds. The budget method includes budgeting and the budget. Budgeting refers to methods and practices of government planning, adopting and executing financial policies and programs (Department of Budget and Management, 2017).

The budget refers to a plan of expressing in monetary terms the operating program and means of financing of a government for a definite period of time. The national budget is spent for the implementation of various government programs and projects, the operations of government offices such as the payment of salaries, construction of buildings (DBM, 2017).

Apart from being the general annual budget of the Philippines, the GAA contains almost everything one needs to know about the financial operations of the country - how taxes, fees, and levies are collected, where it is deposited, how funds are allocated and released, etc. But as a development tool, the real value of the GAA rests on how the money of the taxpayers is allocated across the thousand and one needs of the people.

Thus, this study examined the public discourse concerning the provisions and structure of the general annual budget of the Philippines handled by the legislative body, as the discourse has been generated using the transcripts on the Senate plenary debates. Mainly, the study focused on the *pronominal choices of the participants in the debates*, and the *strategic and persuasive frames (tactics) used by the participants* in the budget plenary debates held at the Senate of the Philippines.

Specifically, the study focused on the use of personal pronouns of the debate participants – the Senators of the republic of the Philippines. Allen (2007) espoused that politicians present themselves as being able to identify with the wants, interests and needs of the audience or the people in general. They present themselves in that way to be seen as good politicians i.e. fitting leaders of the country. The manner politicians present themselves in their speeches, by referring to themselves; their audience and also their opposition can successfully be used to persuade the audience to agree with them. When giving speeches, politicians have a tendency to present the positive aspects of themselves and the negative aspects of their opponents. One way of achieving this is by intentionally using *specific personal pronouns*, which refer to themselves or others.

The personal pronouns *I*, *you*, *we* and *they* were specifically chosen because they are the most interesting pronouns from a political perspective, because they are the ones who signify who the speaker identifies with. They are also noteworthy because they have the influence to include and exclude the audience, as well as detach *self* from *other*. These pronouns are small words that can have the capability to change the effect the speech has on the audience.

Furthermore, this study looked at persuasive language used to describe the initiative using the discourse analysis tools of Gee with the goal of distinguishing rhetorical structures, tactics and strategies used during public debates.

By probing texts with communication tools one might see undoubtedly the relationship between policy and politics. Karapetjana, (2011) posits that the political maneuvering by small groups seeking special interest could be assumed as merely another type of free market capitalism, and by extension, a fundamental characteristic of western democracy.

This is not to say that a discourse analysis, however, simply follows the money. Using communication tools in the analysis of the public debate about the general appropriations or the national budget could provide insights into our national narratives and the competing images of national identity that underlie Philippine's public discourse.

There seem to be a number of studies on political debates especially in the international community, and now perhaps emerging gradually in the Philippine arena. Most of these studies done internationally focused on Presidential Debates, and the common ground seemed to have revolved around the pronominal choices (e.g. Karapetjana, 2011; Beard, 2000; McKinney and Banwart, 2005) . A few studies also looked into the effects of presidential debates.

Karapetjana (2011), in his study on *Pronominal Choice in Political Interviews*, claimed that the way politicians speak and present themselves is a part of their personality and a way to show themselves as individuals, and so are pronominal choices. The use of personal pronouns can build an image of the politician in question, both negative and positive. Karapetjana's study suggested that the pronoun *I* implies a personal level, and makes it possible for the speaker to show authority and personal responsibility as well as commitment and involvement. Her research also showed that the personal pronoun *we* can be used by the politician if he or she wishes to share the responsibility, and also to create involvement with the audience Karapetjana also found that the plural form of the pronoun *we* is used when the decisions are controversial, to give a sense of collectivity and sharing responsibility. She continues by claiming that *I* is mostly used to make general statements, and that politicians sometimes avoid using *I*, because of its distancing effect.

Beard (2000), for instance, talked about the pronominal choices in political speeches. He found that these types of speeches differ depending on if the politician who makes the utterance wants to share the responsibility with other people or colleagues or not. Pronominal

choices can also vary depending on how confident the speaker is that others will share his views and opinions. Additionally, Collins (1990) argued that personal pronouns are used to refer to people or things, which the speaker is speaking to, or talking about and they can be used as a way for him to refer to himself.

Moreover, Fairclough (2003) argued that pronominal use in politics is closely tied to the notions of identity and ideology: PNs can indicate (or obscure) collectivity and individuality or they can be used for ‘self’ or ‘other’ referencing or as a way to polarize representations of ingroups and outgroups.

Quirk, A., Svartvik J., Greenbaum, S. and Leech G. N. (1972) stated that object pronouns are used as either the object, subject complement or prepositional complement of a clause. The objective personal pronouns are: *me, us, you, him, her, it* and *them*.

Very few studies looked into the particular pronominal choices, structure, and tactics when it comes to plenary debates in the parliament or any form of government. Markedly, there are no studies so far in the Philippines on the Senate Plenary Debates. Thus, the study is significant in unveiling what goes on inside the plenary debates in the legislative body.

Statement of the problem

This study aimed at conducting a discourse analysis of the Senate plenary debates in the Philippines over budget/economic issues in terms of the pronominal choices of the participants, and strategic and persuasive frames or tactics employed by the participants – to help constituents and future leaders comprehend what transpires in such debates.

Research framework

The present study is anchored on two frameworks. To answer the first research question, the transcripts of the 2017 General Appropriations Bill in the Senate plenary debates were examined using Bramley’s (2001) model. On the other hand, Gee’s (2001) framework was adopted to help determine strategic techniques participants use to advance what they want in the plenary debates.

Bramley (2001) argued that politicians use the pronoun *I* to present themselves as individuals and speak from their own perspective, preferably highlighting one’s good qualities and accomplishments. The pronoun *you* is used by the speaker to address parts of, or the entire

audience.

According to Bramley, however, the pronoun *you* is more complicated, because it is also a generic pronoun that can be used in a very general way, where *you* is referring to anyone. *We* can be used to invoke a group membership or a collective identity, and create a separation between *us* and *them*. The pronoun *they* is used in political speeches to create an image of *other* and to divide people in groups. Bramley further suggests that a politician's pronominal choice indicates his or her varied identity, more specifically his or her individual or collective identity. He states that the primary concern of a politician is to create an image of the reality according to them, and pronouns are of major importance in doing so.

This study is also anchored on the framework developed by Gee (2001). This is to answer research question number 2. The framework endeavors to build upon the work of the last fifty years by foregrounding a modern discourse analysis approach to explain a contemporary public debate.

The transcripts in this study were analyzed using the work of Gee (1995) because it presents an opportunity to move fast and apparently to the heart of the words spoken by the participants in the debates, and permit close analysis of the tactics and strategies and the connections among the participants.

Gee's work focuses on capturing the "work being done" by speakers/writers, and is an analysis of sign systems pertinent to a given situation, the world understood from this perspective as built by speakers and the relationships and identities they create in words. In this case Senate testimonies, Gee's approach will allow one to look beyond the individual words emanated by the speakers and center on what he terms "the world-building tasks of language."

This approach allowed the scrutiny of text for semiotic world-building activity, the construction of socio-culturally-situated identity and relationships, as well as the political and connection-building capacities of language to explicate what is being attempted and achieved in the public discourse. With the ideas of Gee, the study brought communications methods to bear on the text to reveal the argumentative or persuasive structures used by speakers in their descriptions of activities in the Senate plenary budget debates.

In terms of pedagogical implications, the study may provide an avenue to help both teachers and students. For instance, the awareness of linguistic features in this kind of discourse

will help students recognize the linguistic features of discourse used in the senate debates and/or other related political discourse. It may also help students understand tactics political leaders use to advance arguments specifically in representing their constituents. Thus, may allow students to get to know their leaders better and will help them decide whom to vote for in future political elections. Furthermore, the study may also allow teachers to apply more effective methods to teach speaking skills, and will help those who are interested in this field.

Generally, a discourse analysis of the national budget by focusing on the language being used and the rhetorical work being done, also help us understand and use language in an efficient way in day-to-day conversations as well as in formal conversation. Enriching our public speaking skill and creating a persuasive debate in order to demonstrate our significant role in our society, our voice becomes more influential in life, and makes listeners feel interesting in what we say. Thus, our communicative ability will be improved.

Method

Research design

The study employed the descriptive qualitative method in the presentation of data. Descriptive method is intended to shed light on current issues or problems through a process of data collection that enables to describe the situation more completely than was possible using this method. According to Creswell (2013) in using qualitative research, researchers could explore social or socially fashioned occurrences through an in-depth analysis of individuals or groups. This is the most fitting method for this particular study because it offers accuracy, categorical facts and concrete answers necessary to determine the course of action, in this case the rationale behind the choices of pronouns of the participants and the tactics they use to forward their intention.

The corpus

The study is based on the corpus of 400 pages of transcripts of the Senate Plenary debates on the 2017 General Appropriation Act taken from the public domain of the Senate of the Philippines from the period of November 15 to November 22, 2017. The transcripts are also available online at senate.org.

Unit of analysis

The procedure for analyzing the data included a close reading of the texts (transcripts

from the plenary debates/deliberation), connected with the process of examining pronominal choices, and analyzing tactics use by the debate participants.

The data collected were mainly analyzed on the basis of the following points:

Pronominal choices

Textual analysis was used to see in what context the pronouns *I*, *you*, *we* and *they* were used in the speeches. The search function in Microsoft Word was used to search for the pronouns in the speeches. The representative examples of pronominal choices in context offered a sense of how the pronouns *I*, *you*, *we* and *they* were used. The examples are presented in the results section of this study, as well as in a short discussion of why the pronoun used in that particular sentence may have been used, and whom the pronoun is referring to.

The study also included a search in the data to see how many occurrences of each pronoun were found in the speeches.

These pronouns (*I*, *you*, *we* and *they*) were specifically selected because they are the most interesting ones from a political perspective – they indicate who the speaker identifies with. They are also interesting because they have the power to include and exclude the audience, as well as separate *self* from *others*. They are relatively small words that can have the capability to change the effect the speech has on the audience.

On how to analyze the strategic and persuasive frames

This examination looked at persuasive language used to describe the initiative using the discourse analysis tools J. P. Gee with the goal of discerning rhetorical structures, tactics and strategies used during public debates.

Gee's approach is to focus on the six building tasks of language, including the semiotic, world activity, socio-culturally-situated, identity and relational, political, and the connection building — which, taken together, can help one explicate what is being attempted and achieved in the public discourse.

Analyses of the texts are followed by discussions focused on language behaviors: what

rhetorical work is being done by the participants in the debates, what discourse reveal about the developing identities of the speakers, and what social realities are being created by the context and the debates.

The communications suppositions here probably are that there are evident relationships between the language used in certain Senate briefs and opinions which emerge into the public discourses that frame debate; and that those relations can be seen more clearly by applying discourse analysis

The discourse analysis tools of Gee offered a shared approach and a reliable vocabulary to assess and deliberate the rhetorical transactions that appeared in the texts.

Gee's approach is to focus on the six building tasks of language, including the semiotic, world activity, socio-culturally-situated, identity and relational, political, and the connection building — which, taken together, can help one explicate what is being attempted and achieved in the public discourse.

The size of the data, however, was limited to at least one agency (budget proposal by a particular government agency, e.g. DPHW, SUCs...) per session.

Results and Discussion

The results are divided into two main sections with subcategory heading to facilitate smooth discussion. These sections answered the two research questions respectively.

On the pronominal choices of the participants in the senate debates

The results for the pronominal choices are allocated into five parts; the first four parts give definitions and examples of the pronouns *I*, *you*, *we* and *they*. The last part exemplifies how many occurrences of personal pronouns were found in the Senate debates, discounting the generic pronouns.

On the use of the pronoun *I*

Bramley (2001) espoused that the pronoun *I* is not used as a replacement for the speaker's name. It is the way for him or her to refer to himself or herself. In political discourses, *I* can be used by the speaker to express his or her opinion making the speech more subjective.

It also displays the authority of the speaker and it can be a way to illustrate concern with the audience and to recount a story.

Bramley (2001) described further another significant function of the first person singular pronoun of *I* in political discourses (speeches or debates) which includes giving a sense of *here and now*, suggesting that *I* captures the moment. *I* can also be used to build a 'relationship' with the audience, because using *I* makes the speech seem as if it is on a more personal level. *I* might also be used to show commitment to the audience and personal involvement in issues; *I* gives the speaker a personal voice that distances him from others. This means that it cannot always be expected that the other members of his party agree with the speaker's opinions when the pronoun *I* is used. These could be essentially observed in the following Senate debate sample transcripts.

(1) *Senator Honasan*. Mr. President, again, looking at the sponsorship speech of the lady Senator as a reference, *I* strongly believe that the numbers, as she validly pointed out, should be a consequence of the measuring device that we will be applying. (p. 2 Session 4)

(2) *Senator Lacson*. Thank you, Mr. President. *I* have only one area of interest and this concerns transparency in the implementation of all government projects. NEDA is in charge of the Regional Project Monitoring Committee (RPMC), am *I* correct. (p. 24)

Examples (1) and (2) show how the use of *I* conveys the speaker's personal opinion about the issues he or she responds to. By using the singular personal pronoun *I*, the each senator evidently states that this is his or her opinion, without the suggestion that another person agrees with him on the issue.

(3) *The President Pro Tempore* (Senator Drillon). That is the law, that is what *I* am trying to say. That is the law and because if it is the policy of this administration not to merge Landbank and DBP, that is a policy issue which would defer too insofar as these two government banks are concerned. Insofar as the Chair is concerned, there is basis for the merger because while the mandates are different, the fact is, on a day-to-day operation, there is no difference in the way the two banks operate today, and it will strengthen the government bank. But *I* take exception to the opinion expressed that it would require legislation because the authority. (p. 6 of session 3)

(4) *Senator Drilon*. *I* will raise policy issues at the confirmation hearing of the Secretary

of Foreign Affairs. For tonight in these budget debates, *I* will raise a very basic issue and this is as regards our career ambassadors. (p. 124)

Examples (3) and (4) show how the President Pro Tempore uses *I* to show his passion as president of the Senate, in a way suggesting that he is one who defends policies and makes sure they are enforced.

(5) *Senator Legarda*: And *I* must admit, and for me, the biggest challenge here is we must make these agencies realize the urgency of the situation. That it is not budget as usual or business as usual because people are hungry and needy and jobs have to be created. And so, a 24/7 construction in infrastructure spending will be embarked on by government. They also created an inter-agency or internal DBM mechanism where monitoring of all these projects will be done. (p. 29 session 3)

(6) *Senator Legarda*. *I* am one with the gentleman in caring for our farmers and he is correct in stating that. That is the reason why we are providing free irrigation for our farmers next year. That is just one of the interventions needed. Of course, farm-to-market roads, as we always say it here is needed and crop diversification. They just have to learn to diversify and the safety nets must be provided by the government. (p. 49 session 3)

Examples (5) and (6) show a way for Sen. Legarda, as the Chair for the Finance committee, to express her compassion for the people as a legislator, by expressing her desire to promote a secure, comfortable and resilient environment. Using *I* in this context, helps her to be considered as a responsible Chair, i.e. it puts her in a positive light (Bramley, 2001).

(7) *Senator Pangilinan*: In the end, of course, *I* am biased because she is my daughter. Frankie, when she was 10 said, she is turning 16 now, she said we should treat our farmers like our parents because they are the ones who feed us. And until this government, until society gives the farmers and the fisher folk the respect they deserve and the recognition they have long been denied, we will never reach sustainable economic growth in this country. (p. 62 session 3)

Example (7) shows how the interpellator Sen. Pangilinan uses the pronoun *I* to give information about his personal life. This is a way for him to let the audience get a glimpse of him as an individual. Giving information about oneself can be regarded as a way to let people know you as a person, not only as a politician. This might lead to receiving more approval from the people who listened to the speech, because it might be easier to approve of someone if you feel as if you knew him better.

The following are other cases where the pronoun *I* is used:

Examples taken from *Session 1 Senate Debates over the Fiscal year 2017 General*

Appropriations Bill:

(8) *Senator Sotto*. Mr. President, *I* ask that the Minority Leader, Sen. Ralph Recto, be recognized. (p. 2)

(9) *Senator Legarda*. Yes, Mr. President. In fact, as *I* speak today, there is a summit and an expo of our Ambisyon Natin, the vision of NEDA until 2040. May *I* just state that by 2022, this is insofar as the vision is concerned, poverty rate, hopefully, will be reduced to 17%. (p. 15)

Examples taken from *Session 2 Senate Debates over the Fiscal year 2017 General*

Appropriations Bill:

(10) *Senator Sotto*. Mr. President, before the break, on the Floor was the Minority Leader, Sen. Ralph Recto, and sponsoring the House bill is the Chairman of the Committee on Finance, Sen. Loren Legarda. May *I* ask that the two be recognized again. (p. 1)

(11) *Senator Recto*. And *I* knew *I* get the support of the sponsor. She thinks the same way as the Minority Leader. (p. 6)

Examples taken from *Session 3 Senate Debates over the Fiscal year 2017 General*

Appropriations Bill:

(12) *Senator De Lima*. So, *I* take that if a law would be passed on that authorizing the merger or the consolidation, then the economic managers would have no objection. *I* guess, if there is a law. (p. 4)

(13) *Senator Honasan*. *I* am glad that the sponsor mentioned that because from our...*I* just wanted to make sure that *I* have the attention of the Sponsor. (p. 26)

Examples taken from *Session 5 Senate Debates over the Fiscal year 2017 General*

Appropriations Bill:

(14) *Senator Recto*. Let me begin by saying that all government agencies should: 1) know their client; and 2) ensure quality service at the least possible cost. With regard to SUCs and CHED, *I* suppose the challenge is, more or less, the same--access to quality education at the least possible cost. (p. 9)

What can be observed from the examples are the apparent advantages of using *I*, which show personal connection that is especially useful when positive information or comments are

delivered. Beard (2000) however, claimed that the disadvantage of its use is evidently to pinpoint whom to put the blame on when something goes wrong. It can also be seen as an effort of the individual speaker to place himself beyond or outside the shared responsibility of his contemporaries, in this study, the fellow senators of either the President of the Senate, the Chairman or the Interpellator.

On the Use of the pronoun *you*

Allen (2006) explained that the pronoun *you* frequently refers to the individual (s) the speaker is speaking to. While the pronoun *you* has various functions, one of which is to operate as an indefinite (generic) pronoun. The indefinite *you* can be a substitute for *I* and refer to the speaker, and also be used by the speaker to involve himself as a member of a classification.

Allen (2006) also argued that it has also been proposed that indefinite *you* is not used to discuss actual experience but it is used to discuss ‘conventional wisdom’. In this sense, *you* is used to express common sense or commonly admitted truth, with the hope of receiving the agreement of the audience.

If the indefinite form of the pronoun *you* is used, it can be ambiguous whom the speaker is referring to. It can be used to refer to anyone and/or everyone. Allen (2006) stated that the indefinite form of *you* involves the speaker among the referents, even if this is not always the case. If the speaker uses the pronoun *you*, it is up to the audience to decide if they see themselves as part of that group or not. The generic *you* can be used by politicians to criticize the opposition by including or excluding them from generalizations.

The succeeding examples of the pronoun *you* show how it can be used to talk to diverse groups of people as well as a generic pronoun.

(14) *Senator Recto. **You** cannot increase productivity and create jobs without credit. (p. 39)*

(15) *Senator Recto. **You** must have a projection because **you** have a cash program. (p. 48)*

You in example (24) may refer to the entire members of the Senate or to everybody present – showing its generic function. The first **you** in example (26) refers to the administration, while the second use of **you** in the same example refers now to DBM in particular.

Presumably, the Senate plenary debates are directed to the Senate – particularly to the members of the Finance Committee, other Senators present, and all government agency representatives – thus several occurrences of *you* in the data refers to it. Even if the examples show how *you* refers to the administration of specific agency in the government, it is rather difficult to categorize, because it could also refer to people who are not members of Senate, but who probably are politically involved.

(16) *Senator Pangilinan*. Yes, irrigation is basic. Without irrigation, one can plant but he will not harvest. So, *you* really need irrigation and it begins precisely with this kind of support. Ultimately, Mr. President, it is unjust that those who feed us....(p.60 session 3)

(17) *Senator Recto*. Moving forward. It is easier to hit these targets—that is what I am saying. But I do not blame *you* for having those targets.

Example (16) uses *you* to address to the general population who at the moment do not have access in listening to the speech. Example (17) *you*, based on the previous transcripts which stipulates as one of the targets of President Duterte, refers to President Duterte himself who at the exact moment is not present to hear what the Senator had to say.

(18) *Senator Recto*. Meaning to say....That is why we do not even count it in the budget. We see that the budget is P3,350,000,000,000.00 and then may stand by authority *dapat ang* unprogrammed, P67.5 billion, *you* are giving authority to spend to the President more than P3.350 billion, P3.350 billion plus P67 billion, *pero may* certain conditions to follow-- [*Congress - both Senate and House of Representatives*]. (p. 68 session 3)

Examples (18) shows how *you* is being used to speak to both the member of the Congress (Senate and Lower House) and the country as a whole.

On the use of the pronoun *we*

Perhaps one of the most significant pronouns in political speeches or discourses is the pronominal *we*. Bramley (2001) contended that the pronoun *we* expresses “institutional identity,” that is if an individual speaks as a representative of an institution.

Karapetjana (2011) claimed that *we* is sometimes used to convey the image of one political party as a team, and therefore a shared responsibility. The use of the pronoun *we* can be divided into two categories: the inclusive *we*, which can be used to refer to the speaker and the listener/viewer and the exclusive *we*, that refers to both the speaker and the listener or

listeners. *We* is also used occasionally by politicians to avoid speaking about themselves as individuals, and instead insinuate that others are involved, perhaps to lead negative attention away from the speaker in question.

Bramley (2000) said that by using the pronoun *we*, the speaker includes others in the utterance, creating a group with a clear identity, making others responsible for potential issues as well. Beard (2000) stated that the benefit of using the pronoun *we* in political speeches is that it helps share responsibility.

Nonetheless, the *others* that are included or drawn into the issue to share the responsibility may not agree with it. This use of *we* makes the *self* smaller, by making it a part of a collective. Bramley (2001) maintained that when *we* is used in political speeches, its main function is to create a group where several individuals are involved, instead of referring to one particular person. The following examples show whom *we* refer to and who it excludes in the Senate plenary debates.

(19) *Senator Legarda*. Mr. President, it is not saying that ***we*** will actually put a cap on our growth target, Mr. President. The economic team is just one in saying that, yes, ***we*** could even achieve higher than seven or eight percent but ***we*** want to temper the expectations of people and it is probably best to have conservative estimates or targets insofar as growth is concerned than curb it down later when ***we*** have not reached the growth target. (p. 20 session 1)

In example (19), ***we*** is used as a way to describe the fact that the decision to create programs under the General Appropriations Act is not the lower house's responsibility alone but it includes the Senate as well implying that if the members of those who drafted the Act are not careful then everybody else in the law making body will be responsible as well.

(20) *The President Pro Tempore*. ***We*** are not questioning that. That is why ***we*** are saying, if that is the policy of this administration, so be it. (p. 7 session 3)

We used as I - *We* is also used occasionally by politicians to avoid speaking about themselves as individuals, and instead insinuate that others are involved, perhaps to lead negative attention away from the speaker in question. Clearly, Examples (20) exemplifies the use of the pronoun *we* to actually mean *I*.

(21) *Senator Legarda*. ***We*** are 126th in the world, Mr. President, as far as GDP per capita. (p. 11 session 1)

Examples (21) also illustrates the Chair's attempts to create unity, both in the Congress

and among the people, by making them feel involved. In example (36), *we* refers to the Philippines as a country.

(22) *Senator Honasan*. Mr. President, I think the directions should be: **We** Filipinos are naturally happy. **We** are a happy people. This is a blessed country. And the indicator so far, what **we** have on our plate tells us that **we** can quantify and qualify this. *Ang pinag-uusapan lamang naman dito* is quality of life.

In example (22), Sen. Honasan uses the pronoun *we*, to refer more to *others* than *self*. Using **we** in example (22) to refer to the Philippines as a nation, creates a togetherness, and a feeling of sharing problems. Using *we* in this context makes him seem like a good politician, because it is a way to express that he cares about the people in the nation and that he is involved.

On the Use of the pronoun *they*

Bramley (2001) explained that **they** just like **we** is used to create an *us* and *them* separation. It could make the speaker appear less responsible for his or her actions and show ideological distinction among people and positive presentation of self of the speaker.

Also, Karapetjana (2011) argued that the pronoun **they** can be used to distance *self* from *other* both consciously and subconsciously. By separating *us* from *them*, the speaker occasionally creates an image of *them* being inferior to *us*.

Politicians use third person plural **they** to separate themselves or their ‘group’ from *others*, i.e. *they* excludes *I*. **They** points to those who are not *we*, and is used to form an oppositional relationship between him or her and others, often with negativity towards the others.

Bramley (2001) emphasized that the pronoun **they** can also be used in a neutral context, where the speaker does not speak of the *others* in a negative or positive way, even if they are still not part of the same group as him or her. Studies of political pronoun usage have illustrated that **they** can be used for distancing the speaker from the people spoken of.

The following examples exemplify how **they** is used in the speeches or debates and to whom it refers, as well as examples of the indefinite version.

(23) *Senator Legarda*. Since the gentleman cited Singapore, Mr. President, **they** are No. 1 in ASEAN and their GDP per capita is \$84,000.

Examples (23) shows the use of the pronoun *they* to create an *us* and *them* separation. In example (23) Sen. Legarda obviously used the pronoun *they* to refer to Singapore, and Sen. Aquino referred to China when he used the pronoun *they*.

(23) *Senator Legarda*. Mr. President, according to DOF and it is very clear, **they** inherited this problem. It does not mean, however, that **they** are not acting on it. In fact, there had been those that have been auctioned already and 800, still, are to be auctioned and the rest have already been auctioned. There are pending cases, there are legal issues, the others are going to be auctioned and some had been auctioned. So, in short, action is being taken.

Example (23) makes Sen. Legarda as a legislator and the Chair for the committee of finance, appear less responsible using the pronoun *they* in this particular case even if DOF and the Committee of Finance should have shared the responsibility. By using the pronoun *they* she creates a positive presentation of the her being the chair of her committee and as a speaker of that particular moment as well.

(24) *Senator Legarda*. Let me just state, Mr. President. I am glad the gentleman is putting it on record because as he knows in every committee hearing, I started my hearing by stating to the agency their total unobligated as of that date and what **they** can spend in 2017. Aside from that, we already took note and mentioned to them what **they** should spend till December of 2016 from the 2015 GAA.

Clearly, both Sen. Legarda and Sen. Recto used the pronoun *they* to consciously distance self from others. In this case both Senators show in example (24) that they distance themselves by implying the blame to the DPWH and DEPED. By separating *us* from *them* (Members of Congress versus heads of agencies), the speakers/Senators occasionally create an image of *them* being inferior to *us*.

(25) *Senator Legarda*. It makes a lot of sense. Again, Mr. President, **they** did not plan this budget...although **they** had sometime in July to tweak a little but basically, it is not their budget. And so, **they** had to project which borrowing, et cetera. And a 3% deficit spending to GDP is a comfortable level of deficit. But perhaps, next year, **they** can answer more for the NEP. [*they = Duterte administration*]

Sen. Legarda in examples (25) shows as a legislator or politician that the use of the pronoun *they* separates herself or her group (Finance Committee) from *others* (*Agencies or other opposing Senators*), i.e. *they* excludes *I*. **They** points to those who are not we, and is used

to form an oppositional relationship between him or her and others, often with negativity towards the others

(48) *Senator Legarda*. Mr. President, according to DOF and it is very clear, *they* inherited this problem. It does not mean, however, that *they* are not acting on it. In fact, there had been those that have been auctioned already and 800, still, are to be auctioned and the rest have already been auctioned...

Examples (48) the senator exemplifies the use of the pronoun *they* to show neutrality where they do not speak of the other agencies in a negative or positive way.

Table 3. The occurrences of personal pronouns in the Senate debates

Session s	I		You		We		They		Total Word Count
1	236	1.22 %	34	0.18 %	354	1.83 %	69	0.36 %	19,388
2	350	1.50 %	21	0.09 %	308	1.32 %	116	0.50 %	23,338
3	251	1.32 %	29	0.15 %	241	1.26 %	116	0.61 %	19,061
4	684	1.57 %	122	0.28 %	699	1.61 %	279	0.64 %	43,539
5	238	1.60 %	18	0.12 %	165	1.11 %	112	0.75 %	14,862
6	262	1.31 %	36	0.18 %	220	1.10 %	110	0.55 %	20,059
7	178	1.17 %	34	0.22 %	155	1.02 %	150	0.99 %	15,186
TOTAL		1.41 %		0.19 %		1.38 %		0.61 %	
L	2,199		294		2,142		952		155,433

Table 3 shows the overall occurrences of the pronouns *I*, *you*, *we*, and *they* in the debates. The use of the pronoun *I* ranks first with 2,199 occurrences (1.41%) in terms of the number of used. Bramley (2001) argued that the significant function of the first person singular pronoun of *I* in political discourses which includes giving a sense of *here and now*, suggesting

that *I* captures the moment. *I* can also be used to build a ‘relationship’ with the audience, because using *I* makes the speech seem as if it is on a more personal level. *I* might also be used to show commitment to the audience and personal involvement in issues; *I* gives the speaker a personal voice that distances him from others. This means that it cannot always be expected that the other members of his party agree with the speaker’s opinions when the pronoun *I* is used.

With 2,144 (1.38%) occurrences, the pronoun *we* closely follow in second to the use of the pronoun *I*. This supports the claims of Bramley (2000) that by using the pronoun *we*, the speaker includes others in the utterance, creating a group with a clear identity, making others responsible for potential issues as well. Furthermore, the benefit of using the pronoun *we* in political speeches is that it helps share responsibility. Other than using *we* for sharing responsibility, it is frequently used as a politeness strategy in the political arena. In a study conducted on the politeness strategies prevalent during the senate hearings on the *Mamasapano* incident in Maguindanao, Philippines, Asistido and Asistido (2018) found that those senators who were using “negative politeness through strategies based on the following order of frequency: Minimizing imposition, employing passive voice or impersonalizing, pluralizing the “we,” forgiving/apologizing, and showing debt of gratitude (p. 121).”

As shown in table 3, politicians or legislators moderately use the pronoun *they*. Only 952 (.61%) occurrences of the pronoun *they* were seen in the transcripts of the seven sessions of the senate debates. One probable reason could be attributed to what Karapetjana (2011) argued that the pronoun *they* can be used to distance *self* from *other* both consciously and subconsciously. By separating *us* from *them*, the speaker occasionally creates an image of *them* being inferior to *us*. Politicians think twice to project themselves as such because looking down at others may make them look bad and unpopular. Another reason could also be is that most contemporary politicians would lie to be identified with the solid majority especially to the members of the current administration, thus avoiding playing safe as what the use of the pronoun *they* projects. Bramley (2001) emphasized that the pronoun *they* can also be used in a neutral context, where the speaker does not speak of the *others* in a negative or positive way, even if they are still not part of the same group as him or her.

Last on the list is the use of pronoun *you*. Evidently, based on the 294 (19%) occurrences, only very few politicians would like to use the pronoun *you* in their speeches. Allen (2006) stated that the indefinite form of *you* involves the speaker among the referents,

even if this is not always the case. If the speaker uses the pronoun *you*, it is up to the audience to decide if they see themselves as part of that group or not. The generic *you* can be used by politicians to criticize the opposition by including or excluding them from generalizations. No politician in this time and age would want to appear antagonistic to their fellow politicians simply because they generally do not want to look bad in the eyes of the people and of course the unforgiving mass media.

On the strategic and persuasive frames (tactics) used to facilitate the senate plenary debates

The tactics or strategies determined from analysis of the transcripts of the 2017 General Appropriations Bill closely align with the operational categories explained in Gee's work: *identity building, world building, activity building and connection building*.

Identity building

In introductory remarks made by the debate participants certain phrases were used repeatedly to establish an identity within minds of the audience. This tactic is what Gee labels as “socioculturally-situated identity and relationship building, that is using cues and clues to assemble situated meaning about what identities and relationships are relevant to interaction...” (Gee, 1999).

The identity being created in the Senate debates was not of a single person or of a single group but of broadly groups of people who care about the issues under consideration and whose views are being represented.

Concise examples are offered in the testimony given by a senator interpellator (Senator Ralph Recto) before the Senate finance committee on General Principles:

*“But to better analyze it, the budget should be held up to higher exacting standards. In short, to view it from the prism of what **we want to achieve as a nation**. It should be gauged by how many poor it would deliver from poverty, how many jobs it would create, how it will and where it will spur growth, how it will distribute opportunity, and how many people it will liberate from chronic hunger.” (Page 2 in the transcripts of the Senate debates)*

Clearly, the interpellator here subtly wants to be identified as one of those who are working for a better nation.

Another example is taken from a transcript in session six (6) of the Senate debates. It shows that the chairman is trying to build herself by subtly identifying herself to be supportive of a particular law long before she became member of the Senate:

“Quite familiar, Mr. President. I was not yet in the Senate then, I covered it as a young journalist then but I was supportive. The gentleman is referring to this law during the Ramos administration which created the Autonomous Region in Muslim Mindanao in 1996, correct, Mr. President?” (Page 3 of session 6)

Another viable example of identity building is exemplified in the excerpt of a transcript below where senator Legarda claimed to be knowledgeable in national security by identifying herself through her master’s degree in National Security Administration. In a study conducted by Malimas, Carreon and Peña (2018) on Filipino Women Politicians’ Campaign Speeches, they found *women politicians* speech styles denote the character, intellect, and capabilities they want voters to perceive of them (p. 401).” Evidently, the senator used the “identity building” tactic to establish herself as a credible entity when it comes to national security.

“Of course, Mr. President, the President is the recipient of the information and the existing staff. There will be staff who will gather the information from the relevant agencies of government and analysis will be made and this information will be fed to the president.

As a student of national security and that is my masteral degree, I am a great believer in intel information. And when I have intelligence gatherers who give me information, this is analyzed and I do not take it hook, line and sinker. I am sure the President will not take all the information given to him even by the National Security Council hook, line and sinker. I am certain that the President has very large antennas and would be able to tell which is actually very accurate.” (Page 82 of Session 2)

The general idea observed on the sample transcripts is evidently the creation of group identity (hence constituent identity), which is instrumental in the creation of political reality. Thus, the tactic serves as a basis for the assertion and negotiation of power throughout the Senate debates.

Using such phrases at the beginning of testimony builds an identity emphasizing the significance of organizational work and gives authoritative weight to later assertions.

World building

A central tactic or strategy employed by advocates (Chair or senator proponent

speaking on behalf of a particular agency) and interpellators (senators who ask questions for checks and balances) of the appropriations bill was indication to create a specific picture of the world (in the study's case the scenarios in the Philippine setting). This is what Gee (2001) termed *world building*, which is using cues or clues to build or construct situated meaning about what is taken as reality and what is taken as present and absent and what is probable, possible, and impossible.

The following statements made by Sen. Recto initially shows how *world building* as a tactic may work to advance his purpose in the Senate debates. His choice of words implies a subtle appeal to make things a reality, which later will support his arguments for budgetary allocations.

"It is the budget that translates rhetoric to reality. It redeems promises made. In governance, funds proposed in the budget speak louder than words.

The budget is also the annual expression of development plans. A program that is not funded remains marooned in fantasyland. The budget is what separates "drawing" from reality.

I agree with the good chairperson when she emphasized in her sponsorship speech that the budget is more than a row of numbers.

Indeed, it is more than a spreadsheet, and should not be seen as an accounting ledger."
(Page 3 of Session 1)

Below is a statement from a senator interpellator (Senator Recto) during his introductory remarks:

"but to better analyze it, the budget should be held up to higher exacting standards. In short, to view it from the prism of what we want to achieve as a nation.

It should be gauged by how many poor it would deliver from poverty, how many jobs it would create, how it will and where it will spur growth, how it will distribute opportunity, and how many people it will liberate from chronic hunger." (taken from pages 3-4 session 1 of the Senate debates)

Using the phrase *how many* in the above statement is repeatedly inserted into the interpellator's speech to advance *world building*. The use of his terms projects a vision of a world in which some groups (especially the poor) are victims of unfairness and harmfully excluded from what is rightfully theirs. This serves the world building function of assembling situated meanings about a reality fraught with injustice, and suggests a need for helpful action.

To further show how the *world building* tactic is used to advance the goal of the interpellator it is important to analyze the remaining statement of the same senator (Sen. Recto):

“And I know that you will agree with me that although the biggest chunk of the budget funds overhead, its main objective, however, is how to overcome poverty and things that set us back from progressing. So, for P3.3 trillion, how many people will march away from the poverty line by December next year?”

For P3.3 trillion, how many jobs will be created? Sa puntong ito, matagal na po akong proponent ng pagkakabit ng jobs odometer sa national budget. Dapat isama na natin iyan sa BESF. For P3.3 trillion, how far will the GDP needle move?...

To truly measure a budget's efficacy, then we must subject it to the following tests: its poverty-reducing, job-creating, growth-inducing potential.

Sen. Recto presented himself as person more concerned with results than with politics; perhaps more precisely, he presented himself as a pragmatist more than a partisan. Yet, close examination of his discursive choices reveals a particular posture unrelated to solutions. Saying, *...to truly measure a budget's efficacy, then we must subject it to the following tests: its poverty-reducing, job-creating, growth-inducing potential*, identifies him as one who works with poor people and one who supports welfare of the majority of Filipino people (especially referring to the poor).

The next evidence of *world building* is exemplified in the following example where Sen. Recto again maneuvered using “world building” by describing using facts, statistical data why Philippines is considered to have a young population.

“Now, when it comes to labor, how many 15 years old and above is our actual labor force? They are 15 years old and above, hindi ba? That is the international standard. We are a young population. In effect, our labor force is roughly 68 million Filipinos, okay? Our labor force participation rate, those looking for a job is 65%, iyong naghahanap ng trabaho. And we are saying that we have one of the lowest unemployment figures.

...If I compare it to Vietnam, to Thailand, their labor participation rate is much higher than the Philippines. At iyong labor participation rate natin mababa. If we look at Vietnam, Thailand, they are hitting the 70%, and we are similar to them. They are a young population. They are a very young population. So the younger your population, the average Filipino today is 23 to 24 years old. We are a young population.” (pages 3 and 4 of session 2)

Sen. Recto further demonstrated *world building* tactic through the following statement:

“Mining and quarrying, 219,000. Kapag nawala iyong mining sa Pilipinas, 219,000

din ang mawawalan ng trabaho. And where are they located? Caraga, that area of the country. So kung isasarado natin iyong mga mina diyan, recession ang Caraga, among others.

So essentially, what I am trying to say here is, where are we going to create those 12 million new jobs? What will be the labor force by 2022? It is easy to make these projections. Ito iyong dapat pinaghahandaan natin. That is what I just wanted to drive at.” (Page 5 of session 2)

Senator Sonny Angara, Vice Chairman for the State Universities and Colleges also displayed the use of *world building* tactic by advancing the idea that all SUCs to adopt University of the Philippines move on instituting higher tuition fees to those who are rich so that the real poor students are properly subsidized. The context was taken from his statement below:

“It is not an easy debate, Senator Villanueva is here, he was at the committee and we discussed it at length also what would be the best. That is why I think UP over time has developed some sort of socialized tuition whereby the rich pay more in order to subsidize the truly poor. I suppose that would be ideal if all SUCs were to adopt some kind of modification of that given the fact that we want to help the really truly poor.” (Page 28 of session 5)

Activity building

Next tactic is *activity building*, which is an additional approach used by debate participants to describe their own efforts as logical responses to the world they encountered. The discourse meaning is situated in the described activity and one’s participation in it. In Gee’s (1996) vocabulary, the task of language would constitute activity building.

In some ways the world the communicator claims to act in response to be the same one that has been created linguistically. In these cases, identity, world and activity building discourses are used in combination.

Sen. Legarda, chairman of the finance committee, exhibited the tactic *activity building* when she personally injected *her personal effort* to have come up with a resolution that the country should adopt the model used by the Kingdom of Bhutan while talking about the current GDP, which implies appeal to emotions so that she could perhaps later persuade other colleagues in the debate to support her.

“Yes, Mr. President. Happiness is a state of mind. If the source of one's happiness is not on external factor, then one can always be happy and be in a happy state of mind.

In fact, I am glad that the gentleman asked that question because I think apart from measuring our socio-economic factors, we should measure the quality of life or our happiness—the gross national happiness of our nation.

...And I hope that the NEDA—in fact, I have a resolution of years back—that they would adopt what they have done in Bhutan successfully. Of course, the pundits and the critics will say, "How can a one million population kingdom in the Himalayas succeed in a 104 million archipelagic nation?" But we could pilot it in a province, probably, in my home province of Antique or in Cagayan de Oro or even in a barangay. But what I am saying is that this is an economic model which has been successful in one remote kingdom. Does that answer the gentleman's question on my state of happiness?" (Page 13 of session 4)

Another significant example of *activity building* where the discourse meaning is situated in the described activity and one's participation in it, manifested in the statement of Sen. Lacson below. It emphasizes that the communicator claims to act in response to the same activity where he is part and could be part of the future repercussions.

"I hope the DPWH family knows or understands where I am coming from kasi madamay ang implementing agency rito. Di ba nakakasuhan din ang mga implementing agencies? So, again, for the education of Senator..." (Page 38 of session 6)

Similarly, Sen. Hontiveros emphasized her assertion on the Revised Administrative Code in the recent discussion and promised to actively do so in the coming year. Below is the excerpt showing Sen. Hontiveros move using the *activity building* tactic.

"Since this year is the year as a Centennial Senate, interestingly by next year, these two laws I just cited, which served as basis for automatic appropriations for interest and principal amortizations of government debts, will mark their 30th and 40th year of enactment, respectively. So, I will continue to discuss this matter of Automatic Appropriations Law and its important and constant role that it plays in our national budgets with the good sponsor as we enter later on in the period of amendments." (Page 88 of session 2)

Sen. Angara, as shown in the transcript below, subtly asserted himself to have participated actively by mentioning explicitly that he had been to the school. The implication is he knows and he has done his job in terms of the allocation of budget to the different SUCs. This use of *activity building* by the Senator here is a tactic to let the audience know that he has done his job.

“I have been to that school but I do not know whose district it is in. When I went I was a guest of Congressman Vic Ortega at that time, that went up by ₱13 million.

Ilocos Sur Polytechnic went up by ₱2.8 million; Mariano Marcos, I believe this is the one in Ilocos Norte went up by ₱9.4 million; North Luzon Philippines State College went up by ₱6 million; Pangasinan State University went up by ₱8.2 million; University of Northern Philippines, I think this is in Ilocos Sur went up by ₱1.5 million...” (Page 7 of session 5)

Connection building

The fourth tactic used by debate participants was to describe their position on the initiative in terms of its connection between a historical past and the envisioned future. There is a link between the action of approving the initiative and the future individuals and society. Terms as *future*, *better*, and *generation* indicate a tactical effect to create a reality in which the current debate and current actions are unavoidably linked to the destiny of the nation and the world.

The statement of Sen. Legarda below evidently shows the use of *connection building* by highlighting the implication of the projection that by 2022, because of the efforts of the current government, the poverty incidence will decrease. Moreover, the senator explicitly said to give credit where credit is due, which subtly advanced her purpose.

“So, what we are saying is that there is, of course, this ambition, this dream, this vision of limiting, if not totally, curbing the poverty level. It is desired that by 2022 we have brought down our poverty incidence to 17%. Just to give credit where credit is due, the government target for poverty incidence of between 20% or 23% for the year 2015 during the Aquino administration was achieved. There are already 1.4 million less Filipinos in 2015 than in 2009 despite the increase in population.” (Page 14 of session 1)

Sen. Legarda once again retorted the interpellator using the *connection building* tactic by explicitly claiming that, *“...this will generate jobs. I understand that we will create at least a million jobs, of the two million jobs projected for 2017 just from the construction sector alone...”*

“And so, with a 5.4% of GDP investment on infrastructure spending and, as we know, infrastructure spending, construction has a multiplier effect. This will generate jobs. I understand that we will create at least a million jobs, of the two million jobs projected for 2017 just from the construction sector alone. And so, hopefully, this will be a game changer for next year’s economy notwithstanding the recent world events and we have been proactive, the government has been proactive in anticipating changing scenarios

in the world and will provide the proposed safety nets to cushion the possible impact of the BPO sector getting hurt a little, if any, or remittances of overseas Filipinos.” (Page 25 of session 3)

Sen. Recto again unmistakably use the *connection building* tactic by using the conditional if and could in his projection of what could possibly happen if the government would allocate a particular budget for an agency. The following excerpt from a transcript shows the use of the tactic.

“And I said if government can spend this money, the economy would not just grow by 6% or 7%. I think any president today, because of how strong the economy is, will generically grow by 6% to 7%. But if we improve the absorptive capacity of the government to spend, the utilization rate, easily government can grow by 10% to 13% and we could create more jobs in the process and reduce poverty at a faster rate, not to mention be more competitive in Southeast Asia and in the entire global community.” (Page 10 of session 5)

Sen. Sotto’s recount of his participation in the past discussion on the topic is evidently an attempt to remind the people present in the Senate debate that he has done his part before and now is still so much part of it. The manifestation is shown in the question he asked below.

“Unfortunately, I was then acting Minority Leader, that is why it was not renewed. I wanted to ask a lot of questions, but I was not the opportunity. Anyway, probably we will have this opportunity in the 17th Congress. I have read in the report of the LBRMO that one of the accomplishments of NTC this year is the information drive against text scam and text spam... (Page 7 of session 7)

In Sen. Legarda’s defense of the DICT budget, she employed the *connection building* tactic again by giving the statistical projection that “...by 2018, poverty statistics and labor force statistics will be provincially representative and quarterly GDP is now released ten days earlier.”

“The PSA website is now adopting the open data platform with the newly created department of ICT, the DICT to include administrative data from various agencies. And, the Philippine Statistics Development department is tasked to monitor also the Philippine Development Plan accomplishments. By 2018, poverty statistics and labor force statistics will be provincially representative and quarterly GDP is now released ten days earlier. Poverty statistics are posted yearly and PSA will be producing more decentralized statistics to aid policy-making.” (Page 5 of session 4)

This move of using the *connection building* anticipated the favorable support of the majority as shown in the later discussions.

Sen. Legarda has had consistently used the *connection building* tactic because it appeared, as shown by evidences in the Senate transcripts, that the senator has successfully yielded support from the majority. Notice how she handled the discussion on the economic policies using the tactic:

“And so, the economic policies of the NEDA which can be reflected or are reflected in the Philippine Development Plan should embrace all policies emanating from the five dimensions of national security. So, if the gentleman would ask me what would reflect our national interest, everything that we are doing must be able to provide our people with living in a safe, healthy and resilient environment. And so, I would say that the Philippine Development Plan would contain all elements leading to that kind of vision...So that we could have a secure, comfortable and resilient environment. And, this is contained in our AmBisyon Natin 2040 where NEDA has planned, not just for six years, but 25 years.” (Page 8 of session 4)

The senator used the cause-effect analogy to show the probable results if and when the government fully embrace all policies reflected in the Philippine development Plan, which when being followed would result to a secure, comfortable and resilient environment in the coming 25 years. The *connection building* seemed so convincing for the interpellators to object.

As mentioned earlier, the consistent move of Sen. Legarda using the *connection building* anticipated the favorable support of the majority as shown below.

Senator Sotto. *Mr. President, I move that we consider the budget of the National Economic Development Authority, together with its attached agencies, be submitted for consideration.*

The President Pro Tempore. *Is there any objection? [Silence] There being none, the motion is hereby approved.*

Senator Sotto. *The same goes for the NEDA Philippine Institute of Development Studies, Mr. President. I so move.*

The President Pro Tempore. *Is there any objection? [Silence] There being none, the motion is hereby approved.”*

Conclusion

The purpose of this study was to conduct a discourse analysis of the Senate plenary

debates in the Philippines over budget/economic issues in terms of the pronominal choices of the participants, and strategic and persuasive tactics employed by the participants. The first research question,

The study may help in understanding the language and the motives of political leaders in the country through the pronominal choices of legislators. Bramley's model was instrumental in answering research question number one. It was found based on the seven sessions (shown in table 3 of this study) which is equivalent to 155,433 word corpus, that the use of the pronoun *I* ranks first with 2,199 occurrences (1.41%); second is the use of the pronoun *we* with 2,144 (1.38%) occurrences; third is the pronoun *they* with 952 (.61%) occurrences; and fourth is the use of the pronoun *you* with only 294 (19%) occurrences.

Apparently, the data revealed that the most probable motivating purposes for a legislator or politician to use the pronoun *I* in his speech is to come across as respectable, responsible and dependable entity and to portray himself in a positive way and emphasize his or her personal qualities. Bramley (2001) explained that the illustrations of personal qualities that legislators or politicians desire to express comprise being someone with principles, moral, power and who are not afraid to take action when necessary.

For research question number two, it was found that the tactics or strategies determined from analysis of the transcripts of the 2017 General Appropriations Bill closely associated with the operational categories explained in Gee's work: *identity building*, *world building*, *activity building* and *connection building*. Gee's (2001) discourse analysis tools were helpful in discerning the tactics used by participants in the Senate debates.

There are already many existing studies that are focused on pronominal choices in politics, but most of these studies are limited to presidential debates, working in the same country. One interesting area of study is probably to compare and analyze pronouns in politics used by legislators from different countries to see if there are differences. Furthermore, it would also be interesting to explore other tactics or strategies used by politicians in other venues that require public debates, as it will give people ideas to the kind of legislators they vote for office.

Legislative discourse, like one examined in this study, is contextually important because it helps shape the minds of people – the legislators themselves, the influential groups and institutions, and the public at large. As Van Dijk (2001) puts it at all levels of text structure, we may accordingly examine not only how politicians propose or argue against budget

proposals but also how they are geared towards the mind control of the recipients, from preferred mental models of specific events to more general social representations about Us and the Others.

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Construct Validity and Difficulty Index of Departmentalized Reading Comprehension Test for Grade 11 Students

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Abstract

This is a descriptive study that assessed the construct validity of the departmentalized test for Grade 11 Literature implemented by PHINMA-University of Pangasinan in three (3) consecutive school years. In the context of this study, construct validity of the departmentalized test (DT) was investigated using twofold measures. The first one is carried out by assessing the DT's scope / coverage of learning competencies assessed. The second measure entails an evaluation of the appropriateness of the test types and questions of the DT in terms of their capability to assess students' "Knowledge, Understanding, and Mastery" of the literature course.

Findings revealed that the two parts of the DT (i.e. DT Part 1 and DT Part 2) fall short of their compliance in integrating all the learning competencies assigned to Grade 11 Literature course. Nevertheless, the overall DT's rate of compliance (65%) is "Very Satisfactory". On the bearing of these results to construct validity, the overall DT was found to have a "High level of Construct Validity" in terms of the evaluation of its scope / coverage of competencies

assessed. Moreover, the DT's overall rate of appropriateness is 4.40 (Highly Appropriate). This suggests that the types of test employed in the DT and the type of questions registered in the DT are assessed as "highly appropriate", generally speaking, in terms of how the test types and the questions contribute to the DT's capability to assess students' "Knowledge, Understanding, and Mastery" of the Grade 11 Literature course. The DT's difficulty index across different generations of students subjected to it has a consistent range of "Very Low" level of difficulty, thereby suggesting that the test's difficulty index is close to objective rather than context-sensitive.

Guidelines and action plan can be adopted to improve the construct validity of the subject DT, and these should be based on (a) the twofold assessment of the construct validity of the current DT used by the University and (b) the proposed compositional hierarchy of learning competencies assessed by the DT as perceived by teachers.

Based on the conclusions of the study, it recommends the need for the University to establish the complete set of learning competencies for the Grade 11 Literature subject, which defines what points should be assessed by the DT. Likewise, there is ample room to improve the adoption of more test types and questions to maximize the DT's capability to evaluate the students' knowledge, understanding, and mastery of the course. On the reports of the DT's difficulty index, it is recommended that prospective revisions of the DT should presuppose pre-testing in order to assess the feedback of test takers and treat them as inputs in the overall design of the DT. Teachers directly involved in the instruction of Grade 11 Literature subject must be consulted and directly involved in the deliberation and decisions as to what learning competencies are appropriate to be assessed by the DT. It is recommended that the University conducts continued monitoring of students' performance in the departmentalized test, as this may be treated as one basis to determine if the DT already requires revision at some point. Finally, the study modestly recommends the use of its proposed guidelines and action plan in

its pursuit to further improve the construct validity of its departmentalized test for Grade 11 Literature subject.

Keywords: *construct validity, difficulty index, departmentalized test*

Introduction

Background of the Study

Testing and evaluation of language skills and competencies are very important components of language teaching. In the particular context of this proposed study, it is specifically focused on testing and evaluation methods and instruments that are deployed in the academic teaching of English as a Second Language (ESL) which is integral to the curriculum of sophomore high school students as mandated by the Philippine Department of Education (DepEd), to which all Basic Education institutions in the country adhere to.

“Testing”, even in most general sense, is considered as an integral part of teaching because it provides significant information or inputs about the growth and achievement of learner’s difficulties, styles of learning, anxiety levels. Effective teaching and effective testing are two sides of the same coin. A curriculum is what constitutes a total teaching learning program composed of overall aims, syllabuses, materials, methods and testing in short. It provides a framework of knowledge and capabilities, selected to be appropriate to a particular level. Test evaluates not only the progress and achievement of learners but also the effectiveness of the teaching materials and methods used (Desheng & Verghese, 2013).

Asking students to demonstrate their understanding of a subject matter is critical to the learning process; it is essential to evaluate whether the educational goals and standards of the lessons are being met. In this context, it is clear that assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some

cases, funding. Assessment inspire us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?" (George Lucas Educational Foundation, 2018).

Today's students need to know not only the basic reading and arithmetic skills, but also skills that allowed them to face a world that is continually changing. They must be able to think critically, to analyze, and to make inferences. Changes in the skills base and knowledge our students need require new learning goals; these new learning goals change the relationship between assessment and instruction. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed. (George Lucas Educational Foundation, 2018).

On the above explanations, the same level of priorities applies to the specific goals of academic English Language Teaching (ELT). In ELT, we are able to identify the difference among the macro skills of English, and which subset of micro skills register under them. Such identification becomes an instant reference as to what types of skills need to be assessed by the ELT teacher. However, as stipulated above, skills (whether these pertain to language or non-language skills) are imperative for students to be able to face a world that is continually changing. Hence, that we are able to primordially establish what skills they need to learn is not enough in such context. If skills are meant to address the challenges of a changing world, then so are the nature and demands of the skills also develop in complexity and sophistication to meet the ever advancing levels of challenges to which the skills apply to. Taking this in the concerns of language testing and evaluation, there is the risk that teachers may be setting an unchanging standard for the kind of skills they expect their students to develop. And this is reflected in the tests that teachers administer. A test always evaluates a learner on a particular basis and level of expectations. When expectations don't change, then barely can there be

changes in the criteria and content of the tests as well. Tests provide the most succinct evidence if there are development in the contents and goals of an English language learning program.

The use of language testing, itself, promises a pool of significance and benefits for both the learners and the teacher. Tests provides “diagnostic feedback” (What is the student's knowledge base? What is the student's performance base? What are the student's needs? What has to be taught? It also helps educators “set standards” (What performance demonstrates understanding? What performance demonstrates knowledge? What performance demonstrates mastery?). Likewise, tests are used to “evaluate progress” (How is the student doing? What teaching methods or approaches are most effective? What changes or modifications to a lesson are needed to help the student? Relates to a student's progress What has the student learned? Can the student talk about the new knowledge? Can the student demonstrate and use the new skills in other projects?). Moreover, tests are also used to “motivate performance” on the part of the student and the teacher as well. In line with this, students may ask several questions (i.e. Now that I'm in charge of my learning, how am I doing? Now that I know how I'm doing, how can I do better? What else would I like to learn?). Teachers may also ask questions pertinent to their interests (What is working for the students? What can I do to help the students more? In what direction should we go next?). (George Lucas Educational Foundation, 2018).

Of the above categories of significance accorded to “testing and evaluation”, the researcher adopts the second category namely “the importance of tests in helping teachers set standards”. In the context of this category, there are three things that a language test, for that matter, must assume. It should be able to evaluate the student's level of “knowledge”, level of “understanding”, and level of “mastery”. These become the major criteria for testing. These criteria actually informed the formulation of the proposed research questions of this study. The difference among “knowledge, understanding, and mastery” is better clarified when we link them to Desheng & Varghese's (2013) “types of language tests”. The latter explained that:

“Language test broadly classified into two types as testing skills and testing knowledge of content. Skills such as listening, speaking, reading, and writing and sub- skills such as comprehension, vocabulary, grammar, spelling, punctuation, etc. Deferent kinds of tests are there to test student”s knowledge in language, the tests like non-referential test, aptitude test, proficiency test, achievement test and diagnostic test.” (Desheng & Varghese, 2013)

Reiterating from the above typology offered by Desheng & Varghese (2013), language tests are classified based on what exactly they intend to test, although, language tests are actually expected to presuppose that both types are exhaustively considered when preparing language tests. The two things that are generally evaluated by language tests are (a) language skills, and (b) knowledge and content (of formally instructed rules of the language). These types can be distributed to register the three testing criteria “knowledge, understanding, and mastery”. For instance, “knowledge and understanding” register under “knowledge and content”; while “mastery” registers under “language skills”. Hence, these are also suggestive of the two aspects of language testing namely “linguistic competence” and “linguistic performance”, which are two polarized concepts (Chomsky, 1965). The aspect of a language test that deals on the assessment of linguistic competence is focused on “knowledge and content” or “knowledge and understanding”. On the other hand, the aspect of the test that deals on linguistic performance aims to evaluate the students’ “language skills” or “mastery”. Anent these, herein proposed study delves into the evaluation of both aspects of a language test.

Another point emphasized in the above quote by Desheng & Varghese (2013), is that they also offer an alternative way of classifying language tests. Tests can also be classified according to which macro skill they intend to asses. To familiarize on what these different categories of language tests and evaluation are, which are differentiated from each other on the basis of the particular skills performance they aim to measure, Language Testing International or LTI (2018) provides an inventory, to wit:

“Speaking Test. *A speaking proficiency test measures how fluently a*

person speaks when performing real-life communication tasks. Given that they will be the face of your company, you want to be sure that they are the best bilingual representatives possible.

Listening Test. *Testing the ability to understand what is being said to someone. Misunderstanding leads to frustration and dissatisfaction, and could prove detrimental to one's profits and future in a given community or country.*

Reading Test. *Testing the ability to read and understand a variety of informational texts, such as short messages, correspondence, and reports.*

Writing Test. *A writing test can be used to certify that employees are not only bilingual but biliterate, able to read and write in the target language". (Language Testing International, 2018)*

On the above classification, this study dealt with "reading test". However, even this type of language test comes in a very broad range because there are so many sub-skills and micro skills that register to "reading" as a macro skill. Among these, the focus here will be on reading skills applied to the text comprehension of literature, also known as "literature skills" (MobyMax, 2018). Accordingly, literature skills refer to "the specific skills of reading. Each reading skills lesson breaks the Common Core reading standards into small, achievable skills with targeted practice problems. It includes fundamental critical reading skills for both literature and information articles" (MobyMax, 2018).

The importance of an effective language test is indispensable to the interests and ends of students, the teachers and the school. On the part of students, the results of tests give them an impression about the progress of their learning, their strengths and weaknesses. On the part of teachers, the results of test enable them to have an overview of the strengths and weaknesses of their students along the different language competencies, which in turn, serve as their guide when choosing to reinforce instruction on certain competencies that seem to be more challenging or difficult for students. All these intended purposes of testing are barely achieved when the test themselves are not capable of producing adequate or accurate data on the reflection of the students' performance. In that way, results of test serve nothing more than the purpose of being a mere basis for the computation of student grades, but are not really useful and informative for purposes of improving literature pedagogy.

Different teachers of literature select their own focus in their respective delivery of instruction of a common subject matter. Teachers emphasize in their classrooms what they individually perceive to be the more exigent or important knowledge and skills that students ought to develop. Hence, it is not surprising when some teachers feel dismayed to later discover that the departmentalized tests administered to their students have only scarcely covered the competencies that they expected to be evaluated by the test. Moreover, some teachers may feel dismayed at the type of test used to evaluate their student's performance relative to certain competencies, or how certain test questions may have been poorly formulated to really reflect the genuine knowledge and skill of the students.

On these issues, the merits of employing "construct validity" to analyze language tests is set forth. In a way, the aim of this study is not just the mere conduct of an analysis over a particular departmentalized test using the framework of construct validity, but the further desire of the researcher to raise greater awareness about how important it is for language teachers and schools to check on the quality of the tests they employ. A lot of efforts are being spent to train teachers to keep them abreast with the most effective teaching strategies, and to keep them updated in the developments of the contents of the courses they teach. A lot of efforts are also spent for the selection of the most effective instructional materials or the provision of state-of-the-art teaching and learning instruments. All of these efforts can hardly be optimized of their benefits if, in the end, there is no effective mechanism for assessment that can tell if these intervention strategies really work as they are expected to work. One of the clearest basis for such an assessment is the result of tests that are administered on the students. And if the tests themselves are not effective, then it compromises, as well, the reliability of the data that can be obtain from the tests. This is the reason that this study was conducted, as it highlights the importance of efficiency and quality in the construction of language tests. For this study's limited scope, however, it focuses on the design and content of a departmentalized test intended

to assess Grade 11 students' performance in their corresponding literature course / subject, i.e. "21st Century Literature from the Philippines and the World".

This study provided a "description" as to which category of competency seem to receive greater emphasis in as far as the departmentalized test is concerned. In addition to this, it is also important to note that each of the three categories of competency presuppose the use of certain types of test that are designed to assess students' performance according to the differentiated ways of evaluating "knowledge, understanding, and mastery". On such basis, it is then important to know further how the departmentalized test accounts for such differentiation. Ultimately, the results of such analyses are synthesized as bases for drawing a framework of recommendations which this study proposed as a guide for improving the formulation of the departmentalized test.

Statement of the Problem

This study aimed to analyze the reading comprehension test integrated into the Departmentalized Tests administered to the Grade 11 students of PHINMA-University of Pangasinan. These tests refer to its current structure as implemented for the past 3 school year cycles until the present. The study utilized "construct validity" as the specific approach to determine the extent to which the test measure the ability that it is designed to assess. The construct validity analysis of the tests also investigated in relation to the test's index of difficulty based on the test performance of three batches of students across three school year cycles of its implementation. The merits of the findings served as bases for the recommendation of a framework for test construction and the concrete exemplification of this framework in a prototype test formulated by the researcher as the outcome of the study.

Specifically, it sought to answer the following questions:

1. What is the level of the construct validity of the departmentalized reading comprehension tests, in terms of:
 - a. scope / coverage of competencies assessed, and
 - b. appropriateness of the test type and questions in assessing the following categories of competencies on reading comprehension”
 - i. knowledge;
 - ii. understanding; and
 - iii. mastery?
2. What is the difficulty index of the departmentalized reading comprehension tests?
 - a. school year 2016-2017;
 - b. school year 2017-2018; and
 - c. school year 2018-2019
3. What are the perceptions of Literature teachers as to what learning competencies should be emphasized in the departmentalized reading comprehension tests for Grade 11 Literature subject?
4. Is there a significant difference among the difficulty index of the departmentalized reading comprehension tests during the school years 2016-2017, 2017-2018, and 2018-2019?
5. What guidelines can be developed to improve the construct validity of the departmentalized reading comprehension tests for Grade 11 Literature subject?

Related Literature

Language Testing

Language Testing is the practice and study of evaluating the proficiency of an individual in using a particular language effectively (Fulcher, n.d.). As a psychometric activity,

language testing traditionally was more concerned with the production, development and analysis of tests. Recent critical and ethical approaches to language testing have placed more emphasis on the uses of language tests. The purpose of a language test is to determine a person's knowledge and/or ability in the language and to discriminate that person's ability from that of others. Such ability may be of different kinds, achievement, proficiency or aptitude. Tests, unlike scales, consist of specified tasks through which language abilities are elicited. The term language assessment is used in free variation with language testing although it is also used somewhat more widely to include for example classroom testing for learning and institutional examinations (Fulcher, n.d.).

Construct Validity of Language Tests

Generally, construct validity is "the degree to which a test measures what it claims, or purports, to be measuring." (Brown, 1996). In the classical model of test validity, construct validity is one of three main types of validity evidence, alongside content validity and criterion validity (Guion, 1980). Modern validity theory defines construct validity as the overarching concern of validity research, subsuming all other types of validity evidence (Messick, 1995).

Construct validity is the appropriateness of inferences made on the basis of observations or measurements (often test scores), specifically whether a test measures the intended construct. Constructs are abstractions that are deliberately created by researchers in order to conceptualize the latent variable, which is correlated with scores on a given measure (although it is not directly observable). Construct validity examines the question: Does the measure behave like the theory says a measure of that construct should behave? (Wikipedia: on "Construct Validity")

Construct validity is essential to the perceived overall validity of the test. Construct validity is particularly important in the social sciences, psychology, psychometrics and

language studies. Psychologists such as Samuel Messick (1998) have pushed for a unified view of construct validity "...as an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores...".

Key to construct validity are the theoretical ideas behind the trait under consideration, i.e. the concepts that organize how aspects of personality, intelligence, etc. are viewed. Paul Meehl states that, "The best construct is the one around which we can build the greatest number of inferences, in the most direct fashion." (Wikipedia: on "Construct Validity"). Scale purification, i.e. "the process of eliminating items from multi-item scales" (Wieland, 2017) can influence construct validity. A framework presented by Wieland (2017) highlights that both statistical and judgmental criteria need to be taken under consideration when making scale purification decision.

Research Methodology

This study adopted a descriptive design. Descriptive research, from a general perspective, is concerned with the conditions or relationships that exist, opinion that hold processes, effects that are evident, trends that are developing and describes the data and characteristics about the population or phenomena being studied (Bhat, 2018). Bhat further specifies that descriptive research engages in several types of investigations, which include (a) defining respondent characteristics; (b) measuring data trends; (c) conducting comparison; and (d) validating existing conditions; and (e) conducting research at different times. As regards these, some of the investigative procedures that are adopted by this study involve any one or a combination of the aforementioned items. Instead of profiling respondents, a Departmentalized Language Test was profiled along several criteria. Data trends are obtained from a comparative analysis of the difficulty index of the Departmentalized Test across three years of its

implementation, and with three different batches of students to whom it was administered.

Research Instrument

The conduct of this study presupposed the use of several instruments intended to gather the different sets of data as required in answering each of the research questions. The following discusses each of the proposed instruments.

Construct Validity Questionnaire (CVQ)

The idea of a construct validity questionnaire is based on the article “Construct Validity” published by Lund Research (2012). The article quotes:

“[...] construct validity can be viewed as an overarching term to assess the validity of the measurement procedure (e.g., a questionnaire) that you use to measure a given construct. This is because it incorporates a number of other forms of validity (i.e., content validity, convergent and divergent validity, and criterion validity) that help in the assessment of such construct validity” (Messick, 1980 in Lund Research, 2012).

The purpose of this instrument is to generate a qualitative analysis of the Departmentalized Language Test for Grade 11 English used by PHINMA University of Pangasinan. Analysis will focus on the following:

- a. scope / coverage of competencies assessed, and*
- b. appropriateness of the test type and questions in assessing the following categories of competencies on reading comprehension*
 - i. knowledge;*
 - ii. understanding; and*
 - iii. mastery*

However, unlike other questionnaires used in research which were administered to respondents, the CVQ only served as a guide for this researcher to formally analyze the construct validity of the subject Departmentalized Language Test. The questionnaire items are also assigned a point system allowing for a quantitative transmutation of the results of the analysis that can serve as basis for computing the so-called rate of construct validity. The items of the CVQ are based on criteria appropriate for construct validity as discussed in the related

literatures that have been reviewed by the researcher, including criteria that are based on the curriculum guide for English 11 used by PHINMA-University of Pangasinan. A copy of this curriculum guide is indicated in Appendix A. A copy of the CVQ instrument is shown in Appendix B. The scoring rubric and formula for obtaining the construct validity rate is found in the final section of the instrument.

Language Test Diagnosis Perceptual Questionnaire (LTDPQ)

The purpose of this questionnaire is to obtain data from the perception of teachers in charge of Grade 11 English as to their assessment of the Departmentalized Test in terms of what it should cover or contain. Data generated from this questionnaire served as an additional input in the development of the guidelines for constructing a language test, which is the intended output of the study, was formulated in consonance with the guidelines. A copy of this questionnaire is found in Appendix C.

Data Gathering Procedure

Prior to administering the data-gathering instruments, permission was officially sought from the Administration, and all concerned offices of the PHINMA-UPANG College Urdaneta City. For transparency purposes, the details, analytical procedures and the ethical clause of the study was properly informed through either or both written and oral communication during the negotiations. The sample communication for the aforementioned concern is attached in Appendix D.

On the assumption that all negotiations have been established, and that permission to conduct the study and data retrievable have been granted by the University Administration, the researcher proceeded to retrieve the copies of the departmentalized test for Grade 11, in its versions used during school year 2016-2017, school year 2017-2018, and school year 2018-2019. Likewise, the researcher also retrieved from the concerned office the actual copies of the

test papers filled out by the students which have already been previously checked. A total of thirty (30) test papers were taken to represent each of the three school years (SY) when that the test was been administered. From the 30 test papers, 15 should come from male test-takers and 15 from the female test-takers. With a total of 30 tests per school year, the grand total of test papers that were retrieved for the three school year is 90. Copies of the test papers were handled with utmost care and confidentiality and were duly returned to the concerned office, once the tabulation of the scores have been obtained. Following this procedure, the Language Test Diagnosis Perceptual Questionnaire were ready to be administered to the teacher-respondents. They took home this questionnaire to allow them ample time to indicate their responses, and the filled-out forms were collected from them after three (3) days.

Results and Discussions

Scope / coverage of competencies assessed

This subsection presents the findings of the DT's construct validity through the use of the first construct validity measure. In this measure, the objective is to determine the extent of the scope / coverage of the competencies assessed by the DT compared against the competency standards prescribed by PHINMA-University of Pangasinan in the curriculum of the Grade 11 Literature course. Table 1 shows the findings.

First thing to note about Table 1, the latter shows the inventory of the course competencies placed under the first column. Moreover, the competencies are divided into two periodic terms. Likewise, it was also observed and noted that the University's curriculum guide (CG) for the Grade 11 Literature course does not provide distinction between course topics and competencies so that the course topics themselves are reflected to indicate the specific course competencies.

Table 1

Scope / Coverage of Competencies Assessed

First Quarter / Periodic Term: Scope / Coverage of Competencies (with	%	Compliance Status	Test Items (No. of test items)	Rate of Compliance***
Defining Literature	20%	Null (0%)	N/A	80% (Very Satisfactory)
Describing literature in the pre-colonial times.	20%	Complied (20%)	Test I: 1, 2, 3 (3)	
Riddles, Salawikain, Short Poems and Songs	20%	Complied (20%)	Test I: 4, 5 Test II: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 (16)	
Epics and Myths				
Folktales, Writing Folktale				
Appreciating the contributions of the canonical Filipino writers to the development of national literature.	20%	Complied (20%)	Test II: 15 Test III: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (11)	
Describing Literature under Spanish Colonialism	20%	Complied (20%)	Test II: 11, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 (11)	50% (Satisfactory)
Describing Literature under American Colonialism				
Describing Philippine Literature under the Republic				
Describing Philippine Literature after EDSA				
Describing Philippine Literature after EDSA				
Second Quarter / Periodic Term: Scope / Coverage of Competencies				
Remembering Martial Law	50%	Complied (50%)	Test I: 1, 2, 11, 12 Test III: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (14)	50% (Satisfactory)
Poverty				
Gender Inequalities				
Justice System				
The Philippine Diaspora				
The Philippine Diaspora				
The Philippine Diaspora				

Fantasy, Horror, and the Old Country				
Identifying the Roles of Multi-Media in Literature	50%	Null (0%)		
Producing a creative representation of a literary text by applying multi-media skills				
Digital Presentation of a Literary Piece				
				65% (Very Satisfactory)

Legend: % --- Percent of allocation in the overall Quarter Curriculum

*** Rubric on the level of Construct Validity based on the D|T's rate of compliance indicative of its scope / coverage of competencies assessed

Range (in terms of percentage)	Description (rate of compliance)	Interpretation (level of construct validity)
100 – 81	Outstanding	Very High
80 – 61	Very Satisfactory	High
60 – 41	Satisfactory	Moderate
40 – 21	Fair	Low
20 – 0	Poor	Very Low

Appropriateness of the Test Type and Questions in Assessing Knowledge, Understanding; and Mastery

This subsection presents the findings of the DT's construct validity through the use of the second construct validity measure. In this measure, the objective is to determine the extent of appropriateness of the test types and questions used in the DT as they fare to assess “knowledge, understanding, and mastery” of the topics and competencies assigned by PHINMA-UPANG for the curriculum of Grade 11 Literature course. Table 2 shows the findings.

The structure of Table 2 indicates a clustering of the construct validity indicators into three groups labeled as “Knowledge, Understanding, and Mastery”. The table reflects the ratings assigned to each indicator, ranged from 1 (lowest) to 5 (highest). Moreover, the “mean”

of the ratings per indicator is also indicated under the seventh column, with their corresponding “description” in terms of “rate of appropriateness”, ranging from “High” (highest) to “Very Poor” (lowest) rates of appropriateness of the DT’s test type and questions. A summary table is provided underneath the larger table bearing a synthesis based on the raw data.

A careful assessment of the DT reveals its overall rate of appropriateness at 4.40 (Highly Appropriate). This means that the types of test employed in the DT and the type of questions registered in the DT are judged to “highly appropriate”, generally speaking, in terms of how the test types and the questions contribute to the ST’s capability to assess “Knowledge, Understanding, and Mastery” of the Grade 11 Literature course. Further interpreted in terms of test construct validity, the DT has a construct validity level of “High”, which represents the highest scale of test construct validity relative to the rubric used in this study. However, a more detailed look into this assessment result shows the variables that contribute to this overall rating of the DT. These details are explained as follows.

In terms of the DT’s capability to assess the Grade 11 students’ “Understanding” and “Mastery” of the Literature course, the DT received ratings of 4.62 (Highly Appropriate) and 4.34 (Highly Appropriate) respectively for the two indicators mentioned.

Table 2

Appropriateness of Departmentalized Test Type and Questions in terms of the Indicators of Construct Validity (Knowledge, Understanding, Mastery)

Indicators	1	2	3	4	5	Mean	Description
Knowledge							
The test evaluates students’ ability to answer questions that require objective answers (what, who, where, when, which one)	1	0	4	6	9	4.10	MA
Test questions requiring objective answers are carefully formulated to eliminate ambiguity that	0	0	2	8	10	4.40	HA

misleads the student to a different answer							
Test questions requiring objective answers are carefully formulated to eliminate the possibility of having more than one possible answer	0	0	1	10	9	4.40	HA
Test questions requiring objective answers are carefully formulated to eliminate difficult words or sentence structures that interferes with the clarity of the questions	0	0	1	10	9	4.40	HA
Most of the questions of the test require objective answers only (what, who, where, when, which one)	1	3	5	7	4	3.50	MA
Category Average						4.16	MA
Understanding							
The test includes questions that require higher level thinking aside from questions merely requiring objective answers	0	0	0	5	15	4.75	HA
the test questions require students to engage in inferential, and creative levels of comprehension (why, how, what is the implication of, etc.)	0	0	2	2	16	4.70	HA
The test questions do not necessarily reflect the same explanations given to concepts as they appear in books or instructional materials to allow students to really understand the question	0	0	1	7	12	4.55	HA
Test questions requiring “understanding” are carefully formulated to eliminate ambiguity that misleads the student to a different answer	0	0	1	4	15	4.70	HA
Test questions requiring “understanding” are carefully formulated to eliminate the possibility of having more than one possible answer	0	0	0	7	13	4.65	HA
Test questions requiring “understanding” are carefully formulated to eliminate difficult words or sentence structures that	0	0	0	8	12	4.60	HA

interferes with the clarity of the questions							
Most of the questions of the test require “understanding”	0	1	1	7	10	4.37	HA
Category Average						4.62	HA
Mastery							
The test features questions that laden with complexity that are challenging to students	0	0	0	10	10	4.50	HA
The test features questions that are beyond what has been taken up by the course but can be answered based on what has been studied in the course	0	0	4	8	8	4.20	MA
The test incorporates questions that are seemingly repetitive but structured differently for purposes of testing the consistency of students’ answers	0	0	3	10	7	4.20	MA
Test questions requiring “mastery” are carefully formulated to eliminate difficult words or sentence structures that interferes with the clarity of the questions	0	0	2	7	11	4.45	HA
Category Average						4.34	HA
Overall Average						4.40	HA

Legend: M\A – Moderately Appropriate (3.41 – 4.20), HI – Highly Appropriate (4.21 – 5.00)

Construct Validity Indicators	Rating (AWM)	Description (rate of appropriateness)	Interpretation (Level of Construct validity)
Knowledge	4.16	Moderately Appropriate	Moderate
Understanding	4.62	Highly Appropriate	High
Mastery	4.34	Highly Appropriate	High
Synthesis	4.40	Highly Appropriate	High

DIFFICULTY INDEX OF THE DEPARTMENTALIZED TEST ACROSS A THREE-SCHOOL YEAR IMPLEMENTATION PERIOD

Table 3

Report of Difficulty Index of the Departmentalized Test across Three School Years***

Departmentalized Test	School Year	Number of Difficult Items	Difficulty Index (% of identified difficult items)	Description (Level of Test Difficulty)
Part 1 (First Quarter / Grading Period)	SY 2016-2017	0	0%	Very Low
	SY 2017-2018	1	2.5%	Very Low
	SY 2018-2019	0	0%	Very Low
Part 2 (First Quarter / Grading Period)	SY 2016-2017	0	0%	Very Low
	SY 2017-2018	9	18%	Very Low
	SY 2018-2019	0	0%	Very Low

*** Data entries in Table 3 are based on the reference tables in Appendix H.1 and H.2 that show the results of the item analysis of the Departmentalized Test across three (3) school years

Based on the above-mentioned findings, a clear perceivable pattern can be established on the difficulty index of the DT as a whole. First, it is noteworthy that the two parts of the DT (i.e. DT-Part 1 and DT-Part 2) consistently registered a “Very Low” difficulty level. And this is true across the three school years. Overall, the DT registers a “Very Low” level of difficulty. As much as the difficulty index has been tested across three generations of Grade 11 students, the consistency in the findings reinforce its reliability and generalizability.

Table 4 shows that the most number of learning competencies registered under “Average Importance” in the compositional hierarch (6 or 46%). A lesser number of the learning competencies (5 or 39%) registered under “Low Importance”. Surprisingly, the least number of learning competencies (2 or 15%) registered under “Prime Importance”.

First thing suggested by this compositional hierarchy of the DT is that teachers find only very few of the learning competencies that should be emphasized by the DT. There can be different ways to interpret this finding. It may be suggestive of a fact that the teachers find only a few of the prescribed learning competencies to have prime importance. Or, the findings may also be interpreted another way that the teachers only find a few of the learning competencies testable based on the format or objective of the departmentalized test, i.e. however DT is assigned a significance in the assessment of students' performance. The value of a DT is usually arbitrary and is customized by an institution (Chennis, 2018). Likewise, the test format (i.e. type/s of test) featured in the DT is institutionally arbitrary and customized. It was beyond the framework of this study to make further clarification as to why only a few learning competencies are ranked with prime importance. It is recommendable for future research to include this aspect in the research framework.

**COMPOSITIONAL HEIRARCHY OF LEARNING COMPETENCIES ASSESSED
BY THE DEPARTMENTALIZED TEST FOR GRADE 11 LITERATURE SUBJECT
AS PERCEIVED BY TEACHERS**

Table 4

**Compositional Hierarchy of Learning Competencies
assessed by the Departmentalized Test
n = 20**

Indicators	Number / Rate	Mean Rank	Hierarchy Category
The test assesses the way students appreciate the literature produced in other regions of the Philippines	2 / 15%	2.69	PI
The test enables the students to determine the impact of historical, political, social, or economic developments of the Philippines in the 21st Century to the contents of literary pieces produced locally and by other regions of the country		3.30	PI
The test assesses the way students appreciate the literature produced in the locale (where the school is located)		3.73	AI

The test enables the students to draw the implications of literary pieces based on the historical, political, social, or economic developments of the Philippines in the 21st Century	6 / 46%	3.75	AI
The test assesses the way students compare the literature produced in the locale (where the school is located) and those from other regions of the country		4.59	AI
The test evaluates students' ability to compare and contrast the features of literature produced in different times or eras.		5.19	AI
The test includes evaluation of students' familiarity with literature generated from different periods (e.g. Spanish Colonialism; American Colonialism; the Republic; after EDSA)		6.38	AI
The test evaluates students' ability to identify the elements and features of various literary genres (e.g. Riddles, Salawikain, Short Poems and Songs, Epics and Myths, Folktales, Writing Folktale		6.65	AI
The test evaluates students' knowledge about the contributions of the canonical Filipino writers to the development of national literature.	5 / 39%	6.86	LI
The test evaluates' students' knowledge about literature on various topics (please scale the items below:)		6.90	LI
The test allows students to identify the Roles of Multi-Media in Literature		7.33	LI
The test enable students to produce creative representation of a literary text by applying multi-media skills		7.85	LI
The test evaluates students' familiarity in generating Digital Presentation of a Literary Piece		9.00	LI

Legend:

	Prime Importance (PI)	1.0- 3.33	Must be substantiated by the items of the DT Must be given foremost allocation in the DT
	Average Importance (AI)	3.34 – 6.66	Must be substantiated by the items of the DT Given fair allocation in the DT
	Low Importance (LI)	6.67 - 10	Substantiated by the items of the DT, although negligible May or may not be given allocation in the DT

DIFFERENCE IN DIFFICULTY INDEX OF THE DEPARTMENTALIZED TEST ACROSS A THREE-SCHOOL YEAR IMPLEMENTATION PERIOD

Table 5 shows the results of the statistical computation using “Analysis of Variance” (ANOVA) in determining any significance in the difference of the DT’s difficulty index reports respective to the three school years to which the test’s difficulty index was obtained. Repeated measures analysis of variance was employed to determine if difficulty indices are significantly different among the three academic years. Doing so, the Greenhouse-Geisser statistic is found to be 61.264 with an associated significance value equal to 0.000. These values imply that there is a significant difference in the difficulty indices among the three concerned school years.

Looking into which school years differ, using Scheffé’s post-hoc analysis, it was found out that school years 2016 – 2017 and 2018 – 2019 are similar. This means that they are not significantly different. However, school year 2017 – 2018 is found to be significantly different from the other school years.

Table 5
Analysis of Variance (ANOVA) of the Difficulty Index Reports of the
Departmentalized Tests across Three School Years

Source		F	Sig.	School Year	Mean	Grouping
Academic Year	Greenhouse-Geisser	61.264	0.000**	2016 - 2017	87.21	A
				2017 - 2018	71.82	B
				2018 - 2019	93.27	A

** - Significant at 1% level of significance.

Academic years with different Grouping values are significantly different.

The last paragraph’s implication is evident in the means of the difficulty indices. The difficulty index for school year 2017 – 2018 can be said to be much lower than those of 2016 – 2017 and 2018 – 2019.

Conclusions

Based on the merits of the findings, the following conclusions are drawn:

1. The overall departmentalized test has “high level of construct validity” in terms of the test’s scope / coverage of competencies assessed. Parallel to this, the departmentalized test also obtained a rating of “high level of construct validity” in terms of the appropriateness of its test type (format) and questions in assessing students’ knowledge, understanding, and mastery of the Grade 11 Literature course.
2. The departmentalized test’s difficulty index ranges from 0 (minimum) to 1 (maximum).
3. As perceived by the English teachers, the learning competencies for Grade 11 Literature subject ranked differently in terms of their importance as objects to be assessed in the departmentalized test.
4. The difficulty index of the departmentalized test is context-sensitive as it significantly differs based on the generation of students who are subjected to the test.
5. To improve the construct validity of the departmentalized test for Grade 11 Literature subject, guidelines and an action plan can be designed based on the assessment of the test’s scope / coverage of learning competencies assessed, appropriateness of the test’s format and questions in assessing knowledge, understanding and mastery of the course, and the compositional hierarchy of learning competencies that the test aims to assess.

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Character Value: The Neglected Hidden Curriculum in Indonesian EFL Context

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Abstract

Teaching language is not merely empowering the students to communicate, but more substantially, enabling them to behave as a good communicator. This goal has often neglected by many English teachers in Indonesian EFL context, especially on higher education. To be a good communicator, the learners are required to have both adequate language skills and qualified personal characters. Character can be meant as any personal qualities that shape someone's life. Considering the importance of character, teaching language in any context needs to integrate learners' character building both explicitly and implicitly. This study aimed at exploring the integration of character values in EFL classroom managed by Indonesian lecturers at tertiary education level. The character values which were investigated based on the formulation of education character as stated in Indonesian Government Law number 20, 2003, strengthened through Presidential Decree number 87, 2017, consisting of eighteen character values. This classroom study is designed as case study which used classroom observations and document analysis regarding to the three speaking courses. The study involved three private universities in different provinces of Indonesia. The researchers employed observations in each institution which focused on speaking class, then continued to study the document of teaching (lesson plan and syllabus). The study revealed that eight character values (out of eighteen) mostly were taught implicitly, such as religious, honest, discipline, hardworking, democratic, rewarding achievement, communicative, and responsible. In addition, the teachers were also inserting the character education values in their lesson plans, even in fact, the teaching activities were not fully following the lesson plan that teachers made.

Keyword: Character values; Teaching speaking; Indonesian EFL context

Introduction

Education is not merely a program of materializing subjects or courses into the teaching activities, but also a formalized treatment for building learners' character. School, indeed, should not solely be the education institution which has authority to issue certificate of graduation for its alumni, containing the number of final scores, as well as labeling them as the smart and less smart. For the sake of language teaching, the activities of language learning are ideally realized to equip learners with necessary competences and good manner (character) for

various given contexts. As argued by Arifin (2018), that “all teachers, from elementary to high school, not only focused on improving students’ academic achievement, but also on their moral development, by cultivating universal moral values.” Therefore, it is rather not surprising that Agboola and Tsai (2012) argued character education is a growing discipline with the deliberate attempt to optimize students’ ethical behavior.

Dealing with language teaching in the 21st century, experts have been formulating the goal of language teaching today which obviously intended to achieve the communicative competence (see Chomsky, 1957, 1965; Hymes, 1967, 1972; Canale and Swain, 1980; Canale, 1983; Celce-Murcia, 1995, 2007; Savignon, 2018). The experts agreed that language teaching simply could enable learners to communicate, both spoken and written, in such acceptable ways. Such as emphasized by Celce-Murcia (2007) in her last version of the communicative competence, that every language learner need to achieve a set of competences; namely sociocultural competence, discourse competence, linguistic competence, formulaic competence, strategic competence, and interactional competence. It seems complex enough that language learners should be equipped with aforementioned competences.

Referring back to sub-competencies in communicative competence, language learners need to adjust various competencies which are equally important and completing each other. One of the competences, closely dealing with the character, is sociocultural competence. Celce-Murcia (2007) pinpoints that sociocultural competence covers three sub-competences, they are social contextual factors, stylistic appropriateness, and cultural factors. In her revised version of communicative competence, she puts sociocultural in the first list among the other five competences. There must be a urgent reason why puts sociocultural competence at first? It implies that sociocultural competence is being the very important competence for second or foreign language learners to achieve in their beginning phase of language learning. She further clarifies that social contextual factors include participants’ status, social distance, intimacy, age, power, and affect as well. Stylistic appropriateness links to register, genre, and politeness strategies. While cultural factor relates to target language group, background knowledge, cross cultural awareness and major dialects/regional differences

In Indonesian EFL context, the government started to officially acknowledge communicative competence as the ultimate goal of teaching language since 2006 by inserting it in its school-based curriculum. The curriculum suggested that English language teaching and learning should be directed to understand and produce various genres of texts. This type of genre is better known as genre-based approach. Since its establishment, genre-based approach has been realized for Indonesian EFL learners in various level of education, primary,

secondary, and tertiary. At present, the genre-based approach is still widely used to teach English in Indonesian EFL context. Regarding to the sociocultural competence in language teaching, the government has been trying to break down into a number of national character to be instilled in every learning process. In practice, Lestari (2019) argues that “sociocultural theory has highlighted the rationale for building important ELT practices in Indonesian EFL context. The teachers are required to emphasize more on learners’ character instilling, rather than learning materials. The focus has to be shifted to include character instilling during the opening, whilst, and closing of teaching activities in balanced way. The process of instilling character values is a part of hidden curriculum in which the learners are covertly taught. Hidden curriculum itself often refers to unstated, implicit, and unspoken transfer of social norms, character, or life values. In the broader sense, curriculum defined as “the total learning experiences of individuals not only in school, but in society as well” (Bilbao *et al.*, 2008).

In language education, curriculum takes significant role. In practice, it guides the both teachers and students to have language learning activities. Related to curriculum in education, a Levine’s narrow idea (1981) on curriculum argues that it refers to “the body of courses that presents knowledge, principles, values and skills that are the intended consequences of formal education.” As its concept, curriculum is classified into various types, for instance; ideal, actual, and hidden curriculum (Marsh, 1992; Lynch, 1989), explicit, hidden and null (Eisner, 1985), and disciplinary, inter-disciplinary, multi-disciplinary (Glickman, 2007). Viewing the various curriculum types, they were categorized which strongly influenced by the contexts of use. One of the popular types, as suggested by Marsh (1992) and Lynch (1989), simply divided curriculum into actual, ideal, and hidden one. Ideal curriculum refers to what is clearly documented in curriculum, such as learning goal, material, teaching approach, and so forth. While actual curriculum illustrates the bridge between what is experts said and the practice done by the teacher. Additionally, Alsubaie (2015), further argued that hidden curriculum is “an implicit one that expresses and represents attitudes, knowledge, and behaviors conveyed without awareness and manifested indirectly using words and actions.”

In Indonesian EFL context, hidden curriculum is being the concern at present. The government has legalized the character education as a part of hidden curriculum to officially teach. The term *character* originally comes from the Greek word which means “to engrave” (O’Sullivan, 2004). Referring to prior terminology, education character deals with students’ behavior that built by the teacher and society. Therefore, in every teaching and learning process, the teacher has to instill character education is such a way. Character is not something comes out blue, but it is a step-by-step process. So that, it is hoped, learners are not only gaining

the knowledge (cognitive), but also a measurable character (affective). Despite the problem of measuring the effective domain is still debatable, but character education has been viewing as very urgent target to achieve. Therefore, the formulation of character education values in national education has been documented. It can be definitely seen in the National Education System Law No. 20 of 2003, which states that:

"National education serves to develop the ability and character development and civilization of the nation's dignity in the context of educating the nation aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, capable, creative, independent, and become citizens democratic and accountable."

In parallel with the importance of character education in EFL context, a number of studies have responded by investigating the implementation of character education in ELT scope throughout the world during the last decade, among others were studies conducted by Rashidi and Meihami (2016), Köse (2015), Kim and Paek (2015), Almerico (2014), Agboola and Tsai (2012), and Chao (2011). To sum up, Rashidi and Meihami (2016) conducted the study on investigating and examining cultural content and ELT elements within the three textbooks from inner, outer, and expanding circle countries. The findings suggested that the textbook of the inner circle contained more L1 and L2 cultural content, the ELT textbooks of the expanding circle contained more L1 and international cultural content, and the ELT textbooks of the outer circle showed tendency to contain L1, L2, and international cultural content. Another analysis on cultural representation in English textbook is conducted by Kim and Paek (2015). Their findings displayed in three ways; First, Korean English textbooks seriously under-represented aspects of culture as 'communities' and as 'persons', secondly, the Korean English textbooks had relatively less intercultural interaction (ICI) elements, constraining the opportunities to reinforce students' multicultural perspectives. Lastly, there was an obvious imbalance in representing 'products' and 'practices' in the textbooks, indicating that the representation of less Korean cultures. One more similar study conducted by Chao (2011), which revealing that the cultural content realized in many ways within the textbooks, such as focus on the introduction of western products, persons and perspectives. The findings also summarized that presentation of local and Asian cultures was found less.

Little bit different with previous studies, Köse (2015), Almerico (2014), Agboola and Tsai (2012), conducted the studies on realizing the character education in ELT learning activities. Their study involved teacher and students activities during the English classes. The

three studies highlighted the importance of character education on ELT practices. Köse (2015) found that the character education in class under the study realized in six ways; they were “dilemma discussions, roundtable discussions, real life experiences, teaching moral exemplars, using stories, and developing long term projects.” While Almerico (2014), Agboola and Tsai (2012) tried to explain the implementation of character education in the ELT scope. Their studies came to the similar conclusion that character education brings so many benefits for students in learning activities and real life context.

In Indonesian scope, the study on character education was found many. Most of them were investigated the implementation of character education in primary and secondary level (such as Ash-shidiqqi; 2018, Zurqoni, *et al*; 2018), and also in tertiary level (Manalu and Marpaung; 2018, Putri *et al*.; 2017, and Nova; 2017). In primary and secondary level, Ash-shidiqqi (2018) and Zurqoni, *et al* (2018) carried out the study which concluded that Indonesian teachers presented the development of character education by providing role models, intervention, consistent habituation, and reinforcement. Additionally, their studies were not revealing more on what kinds of integration the teacher did to instill character education values towards students. Furthermore, studies on character education implemented in tertiary level have also been done by Manalu and Marpaung (2017), Putri *et al* (2018), and Nova (2018). Their studies focused more on how the teacher realized the character education values in teaching practices. The similar conclusion from the three studies suggested that Indonesian teachers tended to instill character education values implicitly, using various ways, and revealing the significant difference between planning and teaching practices.

Based on the previous studies as presented above, none of the study has been investigating the character education in Indonesian EFL context by involving multiple classes, including different participants (both teacher and students) from different institutions. Moreover, the previous studies are still far from being conclusive if linked to the implementation of character education values in national scope. Therefore, the present study is intended to explore the integration of character values in EFL classroom, as a part of hidden curriculum, managed by Indonesian lecturers at tertiary education level. The character values which were investigated based on the formulation the formulation of education character as stated in Indonesian Government Law number 20, 2003, strengthened through Presidential Decree number 87, 2017, consisting of eighteen character values. They are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate the achievements, and communicative.

Methodology

Research design

Considering the issue intensively addressed under the investigation, the present study uses case study which specifically belongs to qualitative approach. The design is chosen because the design meets the criteria available in the site. Moreover, case study enables the researchers to collect and analyze the data as their natural form, which is absolutely needed by the researchers. Woods and Calanzaro, as cited in Heale and Twycross (2018) argued that “case study has also been described as an intensive, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables.” In this study, no intervention was given to keep the data remain neutral.

Participants

The study involved both lecturers and Indonesian EFL learners as the participants. There were three English lecturers, one male and two females, and seventy nine students, sixty one females and eighteen males. The three lecturers have been experiencing to teach speaking class varied from five to eleven years. While the student participants under the study were in the fourth semester, joining the “Speaking for interpersonal conversation” subject. To be noticed, the student participants were coming from various secondary level schools aged between 19 to 25 years old, involved 26 males and 68 females in total. Both lecturers and students participants were coming from different universities in different provinces of Indonesia. To meet the ethical conduct, the name of participants and their institutions are pseudonymized. The participants joined the “Speaking for interpersonal transaction” subject in one meeting. Approximately, the course spent 100 minutes which equal to 2 credits.

Data and Instruments

To have necessary data, the researchers employed classroom observation and document analysis. The classroom observations are done during the three speaking classes of English Language Education Department at three different universities. To avoid the researchers’ threat, the each observation is done by placing the two cameras in the corners of the classroom. The recorded activities then collected as the primary data for the study. To gain more sufficient data, the researchers study the document (lesson plan and syllabus) of teaching speaking which is written by the lecturer. The form of data from the whole collection techniques is fully qualitative (description).

Data Analysis

Since the data are fully qualitative, the analysis data in the present study utilized interactive model of analysis, as suggested by Miles and Huberman (1994). They suggested

that the procedures comprised the following steps; reducing, displaying, and verifying (drawing conclusion). Practically, after the whole data are collected, they are classified into relevant and irrelevant data. Relevant data are data in which meaningful and significant for the study, while irrelevant data might be unnecessary and possibly to throw out. So that, the meaningful data are analyzed and unnecessary data are eliminated. To categorize the meaningful data, the formulation of education character as stated in Indonesian Government Law number 20, 2003, strengthened through Presidential Decree number 87, 2017, consisting of eighteen character values is used as the basis of classification. They were religious, honest, tolerant, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate the achievements, and communicative. After categorizing the data based on the character values as mentioned above, the data are displayed and interpreted. The data analysis ended up with conclusion, and immediately reported the findings descriptively.

Findings and Discussion

Referring back to the goal of the study, this section presents the findings, gained through observations (see table 1) and document analysis. The observations are employed during the three speaking classes in different sites (universities). As mention in the previous section, the formulation of character education values is based on Indonesian National Curriculum of 2013. The eighteen character education values are as follows: religious, honest, tolerant, discipline, hardworking, creative, independent, democratic, curios, spirit of nationality, love of the homeland , rewarding achievement, communicative, love of peace, fondness of reading, environmental care, social care, and responsible. In parallel with character value, Berkowitz and Bier (2005) claim that “character education is teaching children about basic human values, including honesty, kindness, generosity, courage, freedom, equality, and respect which has the goal to raise children to become morally responsible, self-disciplined citizens.”

After displaying the character education values which have been observed, the researchers present the findings (data) of document analysis subsequently. The document analysis is conducted to gain in-depth information on teachers’ ideas in inserting the character education values during the speaking classes. This is done to figure out the lecturers’ consistencies on what they have been planned and the practice. It is simply done through comparing the lesson plan documents and the activities they maintained. After the whole data are displayed, the discussion on each finding is integrally presented. In the present study, the form of the data is totally descriptive (qualitative). The discussions are ended up with data

interpretation and conclusion drawing. To begin with, the findings from observations of three meetings on speaking course displayed in the following table.

Table 1: Observed character values in speaking classes

No.	Character values	Speaking class			Teaching strategy	
		University A	University B	University C	Explicit	Implicit
1	Religious	√	√	√	√	-
2	Honest	√	√	√	-	√
3	tolerant	-	-	-	-	-
4	discipline	√	√	√	√	-
5	hard working	√	-	√	-	√
6	creative	-	-	-	-	-
7	independent	-	-	-	-	-
8	democratic	√	-	√	√	-
9	curios	-	-	-	-	-
10	spirit of nationality	-	-	-	-	-
11	love of the homeland	-	-	-	-	-
12	rewarding the achievements	-	√	√	√	-
13	communicative	√	√	√	√	√
14	love of peace	-	-	-	-	-
15	fondness of reading	-	-	-	-	-
16	Responsible	√	√	√	-	√
17	social care	-	-	-	-	-
18	environmental care	-	-	-	-	-

The findings in table 1 suggest that the observed character education values appear varied, though the eighteen character education values are not observed yet. The Cambridge Online Dictionary defines character as “the particular combination of qualities in a person or place that makes them different from others.” Relying on this more universal definition, character makes people differ one and another. Character values should not be accounted in number, because they deal with quality, personality, and psychological side of a person. In education scope, Manalu and Marpaung (2018) claim that character values serve to help students develop their ethic and responsibility by teaching them the positive values that people

should possess. It is undeniable that character values take very significant role in any life activities.

Referring to the result of observations in three different speaking classes, there were eight character values which both implicitly and explicitly integrated in the learning activities, the were: religious, honest, discipline, hardworking, democratic, rewarding achievement, communicative, and responsible. From the eight character education values, five of them (religious, discipline, honest, communicative, and responsible) are taught integrally in the whole classes (University A, B, and C), while the rest of seven values are not taught for the whole classes. Interestingly, there were ten character education values which were not appeared in the whole classes, such as; creative, independent, tolerant, curious, spirit of nationality, love of the homeland, love of peace, fondness of reading, social care, and environmental care. The detail discussion on each observed character education values are presented below:

Religious

In all Indonesian education contexts, religiosity is the integral and inner part of the students which welcome to practice anywhere. As majority of Indonesian learners, they are required to practice one of the six official religions (Islam, Christian, Catholic, Hindu, Buddha, and Kong Hu Cu). In the context of this study, fortunately, the whole learners and teachers under the study were all Moslems (people who embrace Islam). Hence, the value of religiosity appeared in the similar ways during the teaching activities. Specifically, it is realized in the opening session and closing session. Firstly, the teacher greeted the students by saying Islamic greeting *Assalamu'alaikum warahmatullaahi wabarakaatuh*, the students responded by saying the similar one, *Wa'alaikum salam warahmatullaahi wabarakaatuh*. This greeting means “may peace and mercy and blessings of Allah be upon you”, while students’ reply means equally “may the peace, mercy, and blessings of Allah be with you too.” The same greetings were also delivered at the end of the meetings (closing session). Teachers and students were interchangeably greeted and replied.

Honest

The character value of honest generally defined as telling the truth or able to be trusted and not likely to steal, cheat, or lie. This type of character value has to be possessed by the learner as it belongs to the basic characters, suggested by Berkowitz and Bier (2005). Honest appeared when the students did the tasks without looking at the dictionaries (such as in making the task on daily activities dialogues). They obeyed the teacher instruction for not looking at the dictionary. Another activity that showed the honest value was, the students answered on the teacher’s question dealing with the reason why were some of them unable to finish the

tasks. The students answered honestly, by saying that they had a problem in presenting some English words into the dialogue. The identified honest value was completely taught in implicit way. The teachers were not giving the explicit instruction to students for telling the truth, for instance; “be honest!”, “tell me the truth!”, or strictly say “do not lie.”

Discipline

The value of discipline refers to the practice of making sure that people obey rules and do not cause any problems. During the observations, this value is realized through various activities, such as teachers started the lesson on time and teachers spent the time allotment precisely. Besides, during the activities, discipline value was also appeared when the students finished the task in a given time. They immediately submitted the works after the time is up. At the end of the meeting, the students clean the whiteboard, set off the LCD projector, and also rearranged the seats. Furthermore, these all activities were done without explicitly instructed by the teachers.

The discipline value was basically appeared in three speaking courses. During the study, the three teachers came to the class on time. Interestingly, the whole students were in the classroom when the teachers coming. This positive attitude showed that Indonesian EFL learners were able to be discipline during the learning. The researchers did not know whether this positive value was applied in the whole courses in their each institution or not. The point was, the discipline value has been showed and practiced during the courses.

Hardworking

The character value of hardworking was signaled by always doing a lot of tasks, finding the solution to overcome the problems, and doing any necessary attempts to finish the tasks. The hardworking value was observed at university A and C speaking classes. It was displayed through the teachers’ effort to help the students’ digest the explanation, understanding the topic, and facilitate the students to find more learning sources. Both teachers tried hard to make students catch up the every sub topic given. Besides, the teachers also combined more method to teach, such as cooperative learning and joyful learning. The teachers believed that to effectively teach speaking, various methods were truly needed. This act signaled that the teachers implicitly taught the hardworking value. The hardworking value also observed when the students doing the task, given by the teachers. They cooperatively worked with their peer and group members to complete the tasks.

Democratic

The democratic value was simply analyzed based on the principles of democracy. The principles of democracy refer to the equality of learners’ right in the classroom aspects, such

as equality to ask, equality to get explanation, equality to express the ideas, equality to interrupt, and so forth. Under the study, the value of democratic was indicated by the giving of the equal right for the learners to ask teachers the questions. Two teachers were invited the students to ask any time, even in the middle of their explanations. They said that interruptions or questions were allowed to deliver in the whole session of the course. One teacher (at University B) gave the same chance for the students to ask or respond after the teacher's explanation. This was intended to situate the students for respecting others while them speaking.

The democratic value was also observed when the students interchangeably invited to present their works orally. In the exactly the same time, the students presented their works. It means that the whole students got the same chance also to perform speaking. During the meeting, the teachers did not show any discrimination acts against on the basis of learners' ethnicity, gender, race, and competence levels. Based on the observation during the sessions in the three settings, the value of democratic was integrally taught both explicitly and implicitly.

Rewarding achievement

The value of rewarding achievement refers to grateful for something, to give others appreciation or advantages for their success, achievement and work. This character value simply observed through the teachers' appreciation towards the students when successfully completed the tasks. The teacher at university A simply said "Well done, students. You did a great job today", while another teacher at university C expressed his praise by saying similar words "That's great, that's my students." These praises were explicitly expressed to appreciate students' work. In learning scope, expressing the teachers' appreciation is needed to motivate students do and achieve better. Besides, praise also places the students at prestigious position, which empower them to do their best, and even increase their confidence. Even though rewarding achievement can be done in very simple way, but in fact the teachers under the study (especially teacher at university B) were not fully aware with such kind of this positive value.

Communicative

In language teaching, communicative refers to learners' willingness to talk to people and give them information. The more information given, the more communicative they were. The value of communicative was shown by both teachers and students during the speaking sessions. They verbally interacted one and another, even though some students were less communicative. Teachers at university B and C explicitly encouraged the learners to always speak during the session since the course was speaking. They often motivated the learners for not afraid speaking. They openly welcome the students to make any mistake in speaking. For both the teachers, making mistake was good enough to help learners speaking better. In

addition, mistake was also one of the indicators to authentically assess the students' speaking skill.

Another communicative value was also observed during the speaking class at university A. The teacher did little bit different way with other two teachers at university B and C. He orderly asked the students or group of students about their problem in doing the tasks, speaking, or expressing the ideas. This was done in order to facilitate the students with communicative language teaching. This also signaled that the teacher wanted to focus on students-centered learning which he believed more effective to teach speaking. Based on the observations, the communicative value was taught in implicit and explicit strategies.

Responsible

Responsible simply means having the duty to take care of something. This character value is realized by showing the focus and seriousness toward teachers' instruction. Most of students worked seriously when the teacher instructed to do the tasks in various forms, such as simple dialogue about daily activities with the peer (at university A), making a list of fifteen unfamiliar English words (at university B), and pronouncing the difficult English sounds in ten difficult pronunciation (at university C). Even though a few students were failed to complete the task, as at university B, but the students had tried to complete the tasks by making a serious attempt, for instance; three students made less than fifteen of unfamiliar English words. In each meeting, all teachers gave task to the students which accompanied the learning activities. Responsible is appeared at the three speaking classes which implicitly taught.

Teachers' consistency on implementing the lesson plan

After observing the speaking courses, the researchers study the teaching document, written by the teachers. In this case, the teaching document comprised of lesson plan and syllabus of the courses. From the whole lesson plan, the researchers identified eleven character values planned to integrate in teaching speaking. Teacher at university A inserted 7 character values in his lesson plan, as follows: religious, honest, discipline, hardworking, democratic, communicative, and responsible. Confirming his lesson plan, the observation conducted at university A has revealed that those seven character education values delivered during the course. The teacher at university B inserted ten character education values in his lesson plan, as follows: religious, honest, discipline, independent, hardworking, tolerant, democratic, creative, communicative, and responsible. In fact, based on the observation, the teacher at university B only taught six character values, out of ten he has planned. The six character values observed during the speaking course were religious, honest, discipline, rewarding achievement,

communicative, and responsible. Interestingly, the teacher at university B missed the four character values that were not taught.

In the last lesson plan of teacher at university C, ten character values have been inserted, as in teacher B's lesson plan, but only eight of them were found. The ten character values inserted by the teacher were as follows; religious, honest, discipline, independent, hardworking, tolerant, democratic, creative, communicative, and responsible. The observation during the speaking course at university C revealed that the teacher missed two character values in teaching activity, as he planned before. They were independent and creative value. The study of teachers' document ended up with the findings that the two teachers under the study have not been achieving the goal of learning, as stated in their lesson plans. For whatever reasons, the learning goal has not been fully reached due to the incomplete character values realized in the teaching activities.

Pedagogical Implication

Considering the importance and the urgency of instilling character education values in Indonesian EFL teaching context and the obvious findings on it, the pedagogical implication could be formulated in the following ways; firstly, both EFL lecturers and learners are necessary to collaboratively engage in realizing learning material and character education values in the balance activities. It means that, EFL lecturers should not emphasizing more on academic one, but focusing on instilling character simultaneously is a part of target learning also. Furthermore, since the lecturers are placed as the role model for students in the classroom, hence they have to behave as imitable high-character teacher.

Secondly, character education is not really observable in short period of time. It seriously needs long processes and various ways of implementation. Though it needs a long period, character education values should be integrally taught to learners. Therefore, teachers are not encouraging to judge learners in temporarily period. Give learners more time to behave as the national character education suggested. Besides, using both explicit and implicit instruction is equally necessary. To keep in mind, teaching language is not merely empowering the students to communicate, but more substantially, enabling them to behave as a good communicator. How the positive character values realized in live activities, such as communication, interaction, socializing, working, and so forth need to address more by Indonesian EFL teachers. This issue could not be longer neglected by English teachers in Indonesian EFL context, especially on higher education.

Conclusion

Considering the goal of this study, the findings, and the discussion in the previous section, the conclusions drawn are as follows: firstly, the study revealed that eight character values (out of eighteen) mostly were taught implicitly, such as religious, honest, discipline, hardworking, democratic, rewarding achievement, communicative, and responsible. Those character values are basically belonged to the basic character as suggested by Berkowitz and Bier (2005), which comprised of responsibility, respect, fairness, honesty, self-discipline, caring, perseverance, and citizenship. The teachers had implicitly taught the character values in various ways. The findings might not necessarily to be generalized that most of Indonesians teachers seemed to be failed in instilling the character education values in teaching activities. Another finding also suggests that the three teacher participants have been inserting the character education values in their lesson plans, even in fact, the teaching activities were not fully following the lesson plan that teachers made.

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Exploring What EFL Learners Learned through English Songs: A Case Study in a Thai University

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Abstract

This study adopted Exploratory Practice (EP) to investigate Thai EFL University student perspectives on what they could learn through music activities in class. The study engaged a group of 27 non English-major students, enrolled in a fundamental English course, with two lessons of songs and allowed them to give their views on what they learned from the songs in questionnaires. To elicit in-depth qualitative accounts, three participants voluntarily participated in focus group interviews. The results from the questionnaires indicated that this group of learners felt they could learn the language skills of pronunciation, listening, reading, grammar, vocabulary and American culture from the songs. The group also voiced that they had positive perspectives towards using songs in class. In light of data triangulation, the focus group interviews revealed similar findings but also showed how learning style and language competence had an influence on learners' perspectives and attitudes towards learning English from songs. The findings indicate that a group of twenty first century EFL learners' believe that English songs might possibly be beneficial to English language learning in class. The study provides some underlying reasons as to why some EFL learners have negative attitudes towards songs as a learning tool. Most importantly, it discovers how EP principles might be used as a new lens to help practitioner-researchers conduct classroom research studies and to move forward to involve EFL learners into developing their language skills and creating meaningful learning experiences.

Keywords: Learning English through songs, Exploratory Practice, language learning, EFL learners' perceptions, EFL learners' attitudes

1. Introduction

Most English teachers in Thailand are well aware that teaching and learning English in class is not sufficient to train Thai learners to become proficient users of English. Given that English is the main communicating medium in the ASEAN community and as a lingua franca worldwide, teachers of English need to find ways to encourage their students to gain exposure to language use as much as possible. In the era of the 21st century with advanced digital technology, songs are easily downloaded from Internet clouds, providing learners with convenient access to music thus increasing their exposure to the English language as well as pop culture such as sitcoms, movies, and music. As Cheung (2001, p. 56) remarks, “young people today are more exposed to popular culture than any other age group”. Besides convenient access to songs, some research conducted in EFL classrooms reveals that songs are effective in promoting language learning (Abbott, 2011; Cheung, 2001; Chuang and Beasley, 2008; Jolly, 1975; Panjareon, 2005; Richards, 1969; Schoepp, 2001; Setia et al., 2012). According to Schoepp (2001), songs can be used as an effective teaching tool with EFL learners for three aspects, namely, cognitive, linguistic and affective. In line with Schoepp, Abbott (2011, p. 10) also thinks that songs can foster cognitive processing and linguistic acquisition because of repeated lyrics “their use may help automate L2 skills by exposing learners to forms, syntax, lexical items, segmentals and suprasegmentals”. In terms of affective influence, some studies have reported that the participants had positive attitudes towards song activities in class (Panjareon, 2005; Phanarangsarn, 2000; Setia et al., 2012; Suzuki & Oku, 2009). Due to the fact that songs are part of popular culture reflecting people’s attitudes, behaviors, and beliefs in any society, Cheung (2001, p. 58) believes that “using popular culture in class can be one way to add life and variety to lessons”, and help motivate students to learn English. Additionally, Cheung suggests that teachers should “incorporate popular culture into meaningful and communicative tasks” and also “establish a relaxing and pleasurable learning atmosphere” (p. 60). However, Chuang and Beasley (2008, p. 10), who conducted a web-based music study, found that there was no correlation between learning perceptions and improvement in vocabulary level, or between song likeability and improvement in lifestyle literacy suggesting that there should be further research on learning gain and learning perception.

Regarding students’ opinions and attitudes towards song lessons, Suzuki and Oku (2009, p. 107) were still in doubt why a few of their subjects had a negative attitude towards the use of music in class. Therefore, they suggested that future research should search for any underlying reasons behind such attitude. In Thailand, although some studies on learners’ attitudes have been undertaken (e.g., Phanarangsarn, 2000; Pancharoen, 2005), these studies

have mainly focused on the effects of learning English through songs and have probed attitudes towards them by using questionnaires. Yet, there are very few qualitative inquiry accounts that have been conducted to support the claim of positive attitudes. Further, Suzuki and Oku (2009) have suggested that “a qualitative element could be added to avoid excessive speculation by the researchers” (ibid). Therefore, this research study is designed to explore Thai EFL learners’ views on their learning gains from learning English through song activities in class by adopting an EP principle to triangulate quantitative and qualitative data.

1.1 Statement of the Problem

The overall of these participants’ language competence was fair at the level of pre-intermediate. According to the class survey on types of music the students listened to in their free time, it showed that Thai pop and R & B music was rated as number one, following with English and Korean pop and rap music. Almost half of them (40%) reported that they listened to English songs once a week, whereas only 8 per cent responded that they had a regular frequency of English songs every day. Therefore, it was necessary to encourage the students to gain more English language exposure outside class, and music was one of alternative ways to help develop one way listening and autonomy. The key problem was how to promote good attitudes and intrinsic motivation to these non-English major students.

The aims of the present research were to examine their attitudes towards learning English from songs, their perspectives on using music activities in class, and to find out whether there is a negative response towards the use of music in class as Suzuki and Oku (2009, p.107) mentioned in their study. To shed light on learners’ perspectives qualitatively, the author employed a new lens, Exploratory Practice (EP), to uncover what is underlying those positive and negative previous findings.

The Framework of Exploratory Practice

Exploratory Practice (EP), a new practitioner research paradigm, has been proposed by Allwright (see Allwright, 2003, pp. 128-130) with a goal of prioritizing the quality of life in the language classroom by working together among researcher-practitioners and learners for mutual understanding with a set of principles. Tarone and Swierzbinska (2009, pp. 92-93) explain that EP is a stage of action for understanding by using “clinical elicitation”, depending on a practitioner’s question or puzzle. When the practitioner has the information from this stage, s/he can make a decision to move to the stage of Action Research, an action to change his or her own pedagogic practice in the language classroom (ibid. p.94). Given it is the action for understanding, the process of exploration begins with something that puzzles the practitioner.

Simply put, it starts with identifying a puzzle instead of a problem, and adopts EP principles as the framework to design a research study.

Hanks (2015, pp. 117-118) elaborated the original framework for inclusive practitioner researchers to conceptualize and integrate the principles into the pedagogy as the following:

The ‘what’ issues

1. *Focus on quality of life as the fundamental issue.*
2. *Work to understand it before thinking about solving problems.*

The ‘who’ issues

3. *Involve everybody as practitioners developing their own understandings*
4. *Work to bring people together in a common enterprise.*
5. *Work cooperatively for mutual development.*

The ‘how’ issues

6. *Make it a continuous enterprise*
7. *Minimize the burden by integrating the work for understanding into normal pedagogic practice.*

Hanks (2015) conducted her research study based on the EP framework in the third term of a pre-sessional program, and reflected that the learners in the study “described their experience of EP in emotive terms: ‘fantastic’, ‘fresh’, saying that no one had ever asked them to consider what puzzles them about teaching and learning” (p.127).

Chen (2016) adopted EP principles to gain an understanding of how to develop her Chinese EFL learners’ email literacy, and shared the view that, “Indeed, this experience has offered me stage-by-stage understanding of my students’ email literacy development and their perceptions of my instruction. Chen also evaluated EP that “... it has widened my horizons of English language teaching and given me an opportunity to reflect on the development of my students’ language learning in a broader sense” (p.177).

In addition, EP is involving the learners as learning stakeholders into the study, which is ethical on the ground of protecting the rights of the learners. Therefore, the researcher decided to adopt EP principles in the current study based on the following three issues.

1. The ‘what’ issues

The researcher-practitioner focused on quality of life as the fundamental issue and worked to understand the language learners before thinking about solving problems .

2. The ‘who’ issues

The researcher-practitioner involved a group of students with the purpose of hearing what they think and how they like learning English through songs by working cooperatively for mutual development with this group.

3. The 'how' issues

The researcher-practitioner minimized the burden on students by integrating the work for understanding into normal pedagogic practice. This meant that the learners had minimal pressure to try to gain higher scores thus helping the researcher to ascertain whether songs were effective in helping learners become better English users. Song activities were integrated in some lessons as a complement to arouse attentiveness, to motivate learners, and to review what had been previously learned. As a result, the study was conducted without interrupting the nature of classroom learning with an intervention.

1.2 Research questions

The aim of the study is to answer the following questions:

1. What do Thai university learners think they can gain from songs and to what extent do they think they can learn English from songs?
2. What are their attitudes towards learning English through songs?
3. Do they think the songs in this study are suitable for learning in class?

2. Methodology

EP outlines a set of principles, which therefore makes it flexible towards any methodological approaches or methods to achieve the research aim. In this study, the researcher conducted music learning activities, distributed questionnaires asking the class to give their viewpoints, and formed two focus group interviews with a group of volunteers .

2.1 Research Setting and Participants

The study took place in an intermediate general English course for first year students from the faculty of science and technology at a state university in Thailand. The course objective was to facilitate the development of four skills of English: listening, speaking, reading, and writing for communicative purposes. There were 27 Thai university students (five males & twenty two females), with a level of pre-intermediate English proficiency. Three out of 27 students (Pat, Jo & Mona; pseudonyms) volunteered to take part in a focus group interview.

3.2 Instrument

3.2.1 Two lessons of songs

Chuang and Beasley (2008, p. 14) suggested that songs “should be interesting enough to maintain student interest in the face of repeated listening.” Two pop songs were selected that matched this criterion (see Table 1 below).

Table 1

Detail about Selected Songs

	Song	Singer	Type of music	Chart performance
1.	If I Were a Boy	Beyoncé	Pop introspective ballad	Peaked at No. 3 on the US Billboard Hot 100 chart
2.	You Belong with Me	Taylor Swift	Pop	Won Favorite song at 2010 Kids 'Choice Awards, one of the best-selling singles worldwide, the video won the MTV Video Music Award for Best Female Video 2009.

The researcher designed gap-filling exercises for listening activities, and followed guidelines for structuring classroom music activities recommended by Abbott (2011).

This is an example of the exercise.

If I Were a Boy by Beyoncé

If I were a boy even just for a day, I (1.) _____ out of bed in morning
Threw on what I (2.) _____ and go drink (3.) _____ with the guys
And (4.) _____ after girls I (5.) _____ it with who I wanted
And I (6.) _____ confronted for it cause they stick up for me

3.2.2 Questionnaire

The questionnaire consisted of two parts:

1. Respondents' demographic information and music preference data

2. Respondents' opinions on each aspect of learning gain from song activities (5-point Likert Scale)

3.2.3 Focus Group Interview

The following exploration questions were used as guidelines for the researcher-moderator to elicit the participants' perspectives on each aspect of learning gain as listed in the questionnaire.

1. What do you think you can learn from the song you listened to in class?
2. To what extent do you think you learn it?
3. What do you think you can gain from songs the most?
4. How much did you like the song?
5. Why did you like it?

Each session took approximately one hour.

3.3 Data Collection Procedures

The first song lesson began a week after a specific grammar point in the textbook on conditionals type II was taught. The lesson had three sections as follows:

1. Pre-listening Activity

First, the lesson started with an introduction to the singer and provided some background information about the song. Second, the participants read task sheets, and guessed what each blank might possibly be or what kind of words they should expect to listen to. In addition, a few comprehension questions were written on the board, and the students answered them after completing the listening task.

2. While-Listening Activity

Next, the audio clip of the song was played continuously until the end. The participants were given some time to write down their answers before listening again. Then, the music video clip of the song was played. After that, the teacher-researcher had the participants check their answers, and asked them a few comprehension questions before explaining about idioms, English pronunciation, and linking sounds.

3. Post-listening Activity

The lesson ended with a group discussion about cultural similarities and differences between Thai and Americans in their opinions, and each group reported back to class. The teacher-researcher joined them and shared her opinion with the class. Finally, the questionnaires were given to the participants to complete; they were returned to the researcher during the same class.

The last stage of data collection was a focus group interview with three volunteer participants. The purpose of the focus group was to help participants brainstorm their ideas and discuss what they thought about each session of learning through songs. The questions were in line with the questionnaires and expanded in both depth and breadth in order to elicit true feelings and underlying perspectives towards the benefits of songs for learning English.

4. Findings

Path to understanding

Through the use of EP, the author divided the stages of puzzle solving to answer the queries and also to understand the participants' perceptions by putting the pieces of the jigsaw into three phases: 1) the whole class's perceptions as an overview, 2) the group's opinions to form a clearer picture and 3) individual's perspectives providing details for a fuller picture.

4.1 The whole class's opinions

RQ. 1: What do Thai university learners think they can gain from songs and to what extent do they think they can learn English from songs?

Song 1: If I Were a Boy

Overall, the results showed that the class thought they could learn six aspects from this song: 1) listening, 2) grammar, 3) vocabulary, 4) pronunciation, 5) culture, and 6) reading. More specifically, these six aspects were observed to vary widely in ratings on the 5-point of Likert scale with a higher number indicating higher agreement. The pronunciation aspect was rated the highest (Mean = 4.44) while the grammar aspect was rated the lowest on average (Mean = 3.48). Table 1 and Figure 1 below provide the results from the song If I Were a Boy.

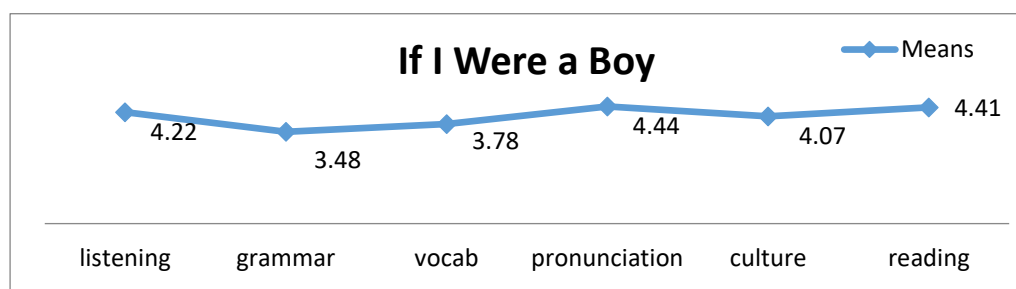
Table 2

Mean Scores and Standard Deviations from the song 'If I Were a Boy'

	Listening	Grammar	Vocab	Pronunciation	Culture	Reading
Means	4.22	3.48	3.78	4.44	4.07	4.41
S.D.	.69	1.01	.75	.69	.67	.69

Figure 1

Illustration of Mean Scores (If I Were a Boy)



From the above illustration, the music learning activity contributed to the group's learning experience. The result regarding the high means scores on pronunciation is consistent with Setia et al.'s study (2012) as their participants also agreed that songs used in class could help improve pronunciation. Another reason why the song 'If I Were a Boy' might have gained a very high rating in pronunciation was because it was a pop ballad song with a slow tempo resulting in clear pronunciation of each sound; some participants wrote in their comments that this song was good to learn pronunciation because it was sung clearly .

Song 2: You Belong with Me

Similar to the first song, the six aspects of listening, reading, vocabulary, grammar, pronunciation and culture received a variety of ratings on the 5-point Likert scale. The maximum mean score was shifted from pronunciation to culture (Mean = 4.19) , and the minimum mean went to vocabulary (Mean = 3.78) All other aspects were rated differently from the first song except the vocabulary aspect that received the same value of mean score as the first song)3.78(as shown in the Table 2 and Figure 2 below.

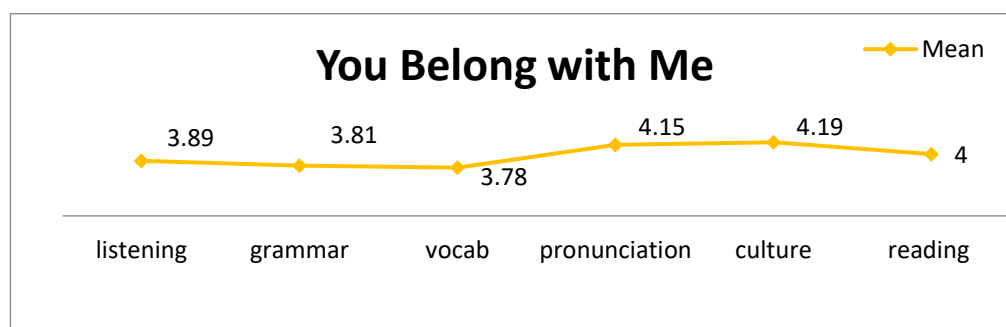
Table 2

Means Scores and Standard Deviations from You Belong with Me

	Listening	Grammar	Vocab	Pronunciation	Culture	Reading
Mean	3.89	3.81	3.78	4.15	4.19	4.00
S.D.	.89	.92	1.0	.94	.83	.92

Figure 2

Illustration of Means Scores (You Belong with Me)

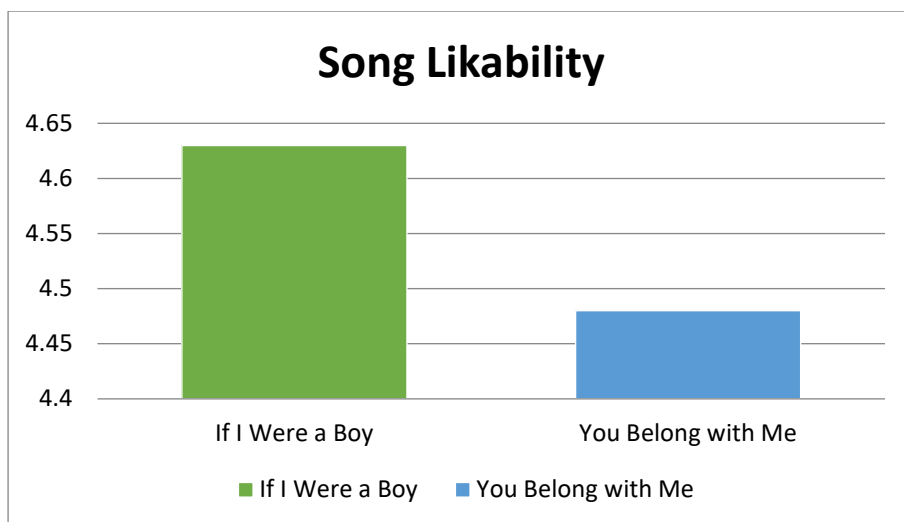


Comparing the results of both songs, it shows that this group of learners think that they can learn six aspects of English language learning, namely, pronunciation, culture, listening, reading, grammar and vocabulary from songs, but with different extent of learning gain. The highest mean score from the song ‘You Belong with Me’ was not only quite lower than that of the first song, but there was also a difference in aspects. The pronunciation aspect was rated the highest mean score from the slow tempo song type, whereas the culture aspect gained the highest mean score from the pop song type, followed with the pronunciation as the second highest. The key difference also was found on the lowest mean scores. The aspect on vocabulary was ranked the lowest (Mean = 3.78) from the fast pop song, while it went to the aspect of grammar from the R&B song type (Mean = 3.48).

RQ 2: What are their attitudes towards learning English through songs?

Based on the questionnaire, the majority of the group expressed that they liked both songs very much. The song received a very high total mean score of 4.63 while the second song received an overall mean score of 4.48. (see Chart 1 below)

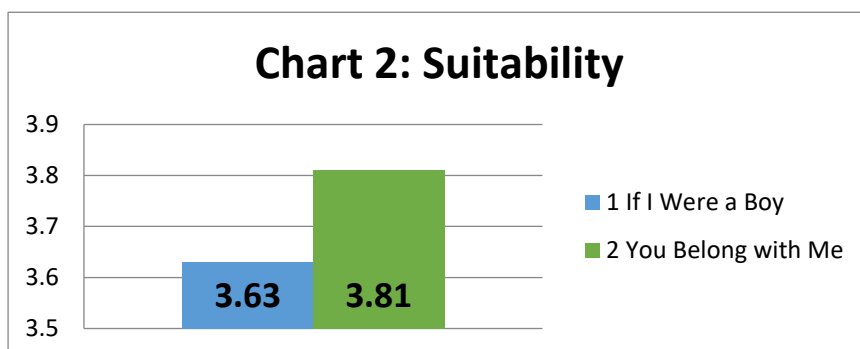
Chart 1. Comparison of Means Scores on Song Likability



RQ 3: Do the students think the songs in this study are suitable for learning in class?

The findings from the questionnaire indicated that the participants thought that these two songs were suitable for learning in class. The song ‘You Belong with Me’ received an overall mean rating of 3.81 out of four scale, whereas the song ‘If I Were a Boy’ received a slightly lower overall mean score of 3.63 (see Chart 2 below).

Chart 2: Comparison of Means Scores on Suitability



4.2 Group’s Opinions from Focus Group Interviews

The purpose of conducting focus group interviews was not only to triangulate data from the questionnaire regarding the six aspects of language learning the participants thought they could learn from the songs, but also to inquire at a deeper level to understand underlying reasons behind their thoughts. After a warm greeting, the author started the session with the purpose of the discussion by reminding them about EP framework on working together and their right to freedom of speech. The researcher acted as a moderator encouraging them to discuss and share their opinions about the music activities they did in class.

4.2.1 Learning gain from songs

Song: If I Were a Boy

The following accounts from the focus group interview reveal some of the underlying reasons why the students thought they could learn all six aspects of language learning from song activities. Excerpt 1 depicts their opinions while they recalled what they did. These excerpts not only reveal the language learning aspects they thought they could learn from the songs when they followed the steps of completing the song task sheet and activities, but also what seemed to hinder their learning.

Pat: *I think listening and reading are what I learn from the song. I read the lyric and tried to guess the missing words before listening as the teacher guided.*

Jo: *I guess we can learn listening skill from songs, but for some extent because I don't understand it anyway. (Laughing)*

Mona: *To me, listening to songs makes me know how well I know words. [...] I know only some words, not every word, [...] so I just read it, but I didn't know much because I didn't know vocab.*

Pat: *I didn't know some words either. But we can learn some spoken language, slang and idioms.*

Jo: *Yes, I think so For example, 'throw on what I want', 'stick up for me'. And 'take somebody for granted'.*

Pat: *I learned the words after the teacher told us the answers, and in fact I know some of them, but I just don't know how to pronounce them.*

(Excerpt 1: Pat, Jo and Mona)

The researcher was curious at this point when Pat mentioned about pronunciation, which received the highest overall mean score from the class, but none of the participants chose it as the first priority. When probed further, they responded minimally as follows:

Pat: *To me, I didn't rate it as much because I think songs can help only with words I don't know how to pronounce.*

Jo: *Yes...only words I have never seen before.*

Mona: *I agree with you too.*

(Excerpt 2 :Pat, Jo and Mona)

When comparing the results from the overall class with the accounts from this group of participants, the researcher became aware of individual differences and

preferences, and started to understand why those aspects were rated quite variedly. Their diverse perceptions arose from what they did, how much they liked learning English from songs, and how well they could complete the task sheet. The above-mentioned accounts have clearly indicated that the participants of the focus group interview's opinions differed from the class opinions', where the pronunciation was ranked the highest.

The following account regarding another puzzle on grammar explained why it was rated at the lowest mean score of 3.48.

Pat: *I can learn only a particular point, for example 'if-clause' from this song.*

Jo: *The song doesn't help much. It has only a few tenses from the song, but it can help learn a particular point of grammar in depth.*

Mona: *For me, only a little. I have a problem in choosing the right tense. If we see a movie and read the subtitle, we may know what tense is used.*

(Excerpt 3: Pat, Jo and Mona)

Regarding the cultural aspect, the focus group account yielded the similar result with the whole class' opinions. When asked about the particular point they could learn culture from this song, the participants expressed their opinions towards gender equality in two societies. Interestingly, they all agreed that they could compare Thai culture with that of Americans as shown in the following excerpt below.

Pat: *The song just compares women and men's roles, which are similar to Thai society.*

Jo: *Like Thailand....men dominate.*

Mona: *We have similar cultural values. Women have to take care of men and do household jobs while men work outside and don't care much for women.*

(Excerpt 4: Pat, Jo and Mona)

Song :You Belong with Me

The participants began to become familiar with the focus group interview, and started to become quicker in their responses. The song 'You Belong with Me' has a faster tempo than the first song. Nevertheless, pronunciation was still rated as the second highest aspect for language learning from the class (M = 4.15). The following extract helps to shed further light on this:

Pat: *I learned contractions and slang.*

Mona: *Yes, some slang, contractions and linking sounds.*

Jo: *I learned listening to sounds like the sound of 's' and 'ing'. I couldn't hear the final sound of the word when she sang because she linked it with the next word. That's why I can't understand it when listening.*

Pat: *And if we are good at grammar, we can fill in a blank immediately when reading the lyric without listening to the song. Right?*

Researcher: *Yes. That's right. You can do so.*

Jo: *Except the blanks that require words such as T-shirt or skirt, right? Because we don't know what she is going to sing.*

)Excerpt 5 :Pat, Jo and Mona(

This excerpt indicates that they learned to have better focus on listening and grammar. What surprised the researcher the most was how Pat and Joe could apply their grammatical knowledge to identify what was missing for each blank, and also how Mona was able to notice linking sounds between words.

The researcher wondered why pronunciation aspect from the song 'You Belong with Me' was not rated as high as the first song. The interviewees explained that it was a fast song, and they were also unable to hear the ending "s" sound and contractions clearly. The next topic of discussion was culture, which was ranked the highest from the song 'You Belong with Me' (M = 4.19). The group was asked what they thought of the MV, which was about a young female adult, studying in a college who secretly fell in love with a man. The participants rigorously expressed their different views with their own critical thinking about the concept of teenagers in love. The following extract reveals different ideas on this issue, and also sheds lights on how Thai traditional value of showing affection in public has changed.

Pat: *I don't like the MV(music video) It's different from our culture. To me, it seems to be too fast to love someone.*

Mona: *I watch it just for fun, but I think it'd be better if we don't follow what they do in the MV.*

Jo: *In my opinion, I think it's alright because it is their culture. If they live here in Thailand, they will follow what we do here, and if we live in their country, we might have to follow their way. It's just like 'When in Rome, do as Romans do.*

(Excerpt 6: Pat, Jo and Mona)

4.2.2 Attitudes towards songs

Regarding the song likeability, the researcher wondered why this song did not get rated as highly on average as the song 'If I Were a Boy'. They all agreed that it was a fast song; therefore, it was more difficult than the R&B song. As mentioned earlier, the researcher learned

to understand that their perspectives at the end of the song activity reflected their feelings on difficulty and how well they could do the task. However, it did not mean that they had a negative attitude towards the song because the majority liked the song very much ($M = 4.48$). This might probably be due to the enjoyment they gained from listening to pop songs.

The last puzzle the author wanted to probe was why this song was suitable to be used in class. As discussed above, the majority of the class agreed that this song was highly suitable (Mean = 3.81) out of four scale. The group gave interesting viewpoints, as seen in the excerpt below:

Mona: *I think it 's suitable for listening practice because it 's a fast song.*

Jo: *There 's some slang too .That 's why it 's interesting.*

Mona: *The music video matched with the song 's content too .Well...it has some good points .For example, good for listening practice and learning culture at the same time.*

Researcher: *You think that this song is difficult because it 's a fast song. Should I use it in class?*

Pat: *The more difficult, the more interesting it becomes, and Taylor Swift is very popular. Everyone knows her.*

Jo: *Yes, I agree with you, Pat.*

Mona: *I like Taylor and her songs.*

(Excerpt 7: Pat, Jo and Mona)

4.3 Individual's View

Through the use of the EP framework and principles to develop a profound understanding of classroom life, the researcher revisited the data analysis with the notes taken during the discussion in the focus group interview and decided to analyze the three participants individually. Eventually, it was found that individual preferences and differences in language competence and learning style had an impact on learners' perspectives and attitudes. Here is what the researcher found by putting those little pieces of jigsaw together to develop a complete picture of this study.

Pat

Pat is a good student from Bangkok. She always pays attention, and gives full cooperation in class. She thinks that her English is fair on average, but in fact it is better than other classmates. Pat tells me that she likes English and aims to have a good command of English when she graduates. She listens to English songs every day and her favorite kind of music is English pop and R&B music. When I called for volunteers in this study, she was the first one who came to me. Pat is a highly

motivated language learner, and that is the reason why she strongly agrees that songs can help improve language skills especially in listening. In the following accounts, she expressed her opinions and beliefs when the other two friends seemed to have a different preference from her:

Pat told the group about the benefit of listening to songs when her friends talked about grammar and reading as the skills they believed they should put the main emphasis on in learning English as shown in these two quotes.

“If we’re exposed to listening to English songs, we will get used to the language and accent.....and our anxiety will decrease’. (Pat: Quote 1)

“I think listening to songs is a part of success in learning English”.(Pat: Quote 2)

This quote below also supports her strong motivation to become a good language learner.

“The more difficult, the more interesting it becomes”. (Pat: Quote 3)

She became aware on the real language use when she asked how to be a successful language learner during the discussion.

Jo

Jo is from the suburb of Bangkok, and also a good student in class who loves to sit in the front row. She looks serious when she works alone, but very cheerful in a group work. She listens to English songs four times a week while travelling to study in her car just for pleasure. She has various favorite kinds of music such as Thai pop, K-pop, English pop, rap, rock and R&B. She thinks her level of English is fair. She wanted to improve her English, so she decided to join the focus group interview. Among language skills, Jo

’s preference was grammatical structures, and she did not like listening much as she said:

“I guess we can learn listening skill from songs, but to some extent because I don’t understand it anyway’. (Jo: Quote 1)

Or when Mona said that she listened without understanding what the singer sang, Jo responded quickly *“Me too. I think I will have no idea about it if I don’t know grammar ‘if-clause’ before listening.”* (Jo: Quote 2)

Jo perceived that the song would be beneficial if it used many tenses. However, she could identify that the song ‘If I Were a Boy’ was good for the review of the grammar point in this remark, *“I can learn only some grammar because it has a few tenses, but I can learn ‘if-clause’ in depth from the song”* (Jo: Quote 3)

After being involved with the song activities and the focus group interviews, Jo learned to accept a new perception. She told us in the last discussion: *“I don’t like listening. I prefer reading because we can see everything we read such as grammar, and it will make me understand the song content more. But some people say that if we practice listening, we will learn more from it than reading, so I will try to force myself to listen. Read and listen.”* (Jo: Quote 4)

As a result of EP, Jo now understands that if she wants to be good at English, she needs to learn other skills, not only grammatical structures.

Mona’s story

Mona is from the far north of Thailand. She is very quiet and shy in class. Mona tells me that she does not listen to English songs much because she prefers watching movies, and listens to various other kinds of music such as Thai pop, rock, R & B, and K-pop. She rates her English as poor. The researcher was not well aware of her weakness when she joined the first focus group interview, but could notice that she did not talk much. Therefore, she was the last person to express opinions, either short ones or nods as a sign to agree with the group. Mona expressed her viewpoints through her problematic language skills such as *“For me, I think I can practice grammar to some extent. I have a problem on choosing the right tense”*. (Mona: Quote 1)

At the second interview, Mona had changed in a much better way. She was eager to respond, and started even taking on the role as the first person to talk. Her shield of shyness was lowered. Mona was more relaxed and able to reflect faster than during the first discussion. From her own experience in this study, she contributed a valuable remark when she was asked about selecting a song to be taught in class. She said *“It should be an easy song at the beginning and more difficult later.”* (Mona: Quote 2)

4.4 Beyond teacher's global thinking

The focus group interview ended with the concept of learning to learn from learners themselves. The last topic of discussion was how to improve song learning activities to foster language learning for first year university students at the intermediate level. Notably, the participants proposed the following suggestions on how to conduct a song learning activity:

Jo: *Give the students a song lyric to read, play the song and let the students sing along. Then, give them a test later to check if they can remember what they have read and listened. The students will practice more on what they are weak such as grammar.*

Pat: *I think you should let the students listen to the song first before giving them a task sheet, and then play the song, and let them fill in the missing words.*

Researcher: *How many times should we listen? I'm afraid you will all get bored if I play the music again and again.*

Pat: *Three times should be ok.*

Researcher: *And then show the music video?*

Pat: *Give us the answer key first, and then watch the MV.*

(Excerpt 8: Pat and Jo)

From the above account, Joe proposed to use a song not only as a task but also as a test of reading, grammar and memory, whereas Pat focused on the steps and gave a useful feedback on repetition. The following account is their suggestion for singing a song, which the researcher found a little unusual and have often wondered why many Thai students are reluctant to sing English songs. Joe's remark cleared these doubts away:

Researcher: *What about singing the song together after that?*

Pat: *Good! We can practice pronunciation when singing.*

Jo: *I think so too! We can sing for joy, but I think many won't sing. Thai students are too shy to sing along, so I think singing can work with some people only.*

(Excerpt 9: Pat and Jo)

5. Discussion

The quantitative and qualitative findings revealed what advocates of songs (Richards, 1969; Jolly, 1975; Cheung, 2001; Schoepp, 2001; Abbott, 2011) believe: that language learners can reap great benefits from songs. In the present study, the findings indicate that participants

thought they could learn linguistic aspects such as pronunciation, listening, vocabulary, grammar, and reading from the songs that were played in class. Among those aspects of language learning, pronunciation was rated as the highest ($M = 4.44$) from the song 'If I Were a Boy'. This finding shows the consistency with Setia et al.'s study (2012) as their participants also agreed that songs used in class could help improve pronunciation.

Apart from the language skills, this study also found that the participants considered that they could learn culture from the songs, as the group rated this aspect as the highest overall in the pop song 'You Belong with Me', and the participants from the focus group interview agreed that they learned culture by comparing the gender's role in two societies. Accordingly, Chuang and Beasley's finding (2008, p. 10) indicated that there was a moderate, positive correlation between song likability and perceived amount of culture learned. A plausible explanation lies in what Cheung (2001, p. 56) asserts regarding culture and music: "In the process of growing up, students need to identify with something, and a large proportion of them choose the popular culture, which being readily accessible everywhere, and highly acceptable to young people, acts as a bond between them, providing meanings that are relevant to their lives". It was possibly due to the students' needs to communicate with people from other cultures as Prihatin's study (2018) on needs analysis for cultural understanding syllabus found that the university respondents suggest that the materials should introduce more comparison of Indonesian culture and other countries' culture in class. The teacher participants also deem it was vital to "compare and contrast Indonesian culture and the target culture to shape students awareness of both cultures" (ibid, p. 169). However, to have a better understanding on the culture aspect, further studies are needed to affirm the use of cultural comparison and songs can perhaps be a good start of how to incorporate the cultural aspect in a language lesson to prepare EFL learners to raise their cultural awareness and cross-cultural competence to become global citizens.

Regarding the affective aspect or songs likeability, the results showed that the group had positive attitudes by rating these two songs with very high mean scores ($M = 4.63$ and 4.48 for both songs 'If I Were a Boy' and 'You Belong with Me', respectively). This was consistent with the findings of Suzuki and Oku (2009) who found that the majority of the students had positive attitudes towards using music in class, and Beasley and Chuang (2008) who found a relationship between a song's likeability and its perceived enjoyment. Another explanation why this group liked the songs is in accordance with Cheung's (2001) observation regarding

young people's exposure to popular culture today, and their interests in learning global social values through it. This suggests a parallel with the findings from the written and qualitative accounts on the popularity of the singers (Beyoncé & Taylor Swift) when they expressed their views that they liked the singers and their songs. Furthermore, a few participants wrote that they liked the song because the lyrics had good meanings. This helps to explain why they had the positive attitudes towards the songs. In terms of song types, the participants liked the ballad pop song more than the fast pop song. This finding is in line with Beasley and Chuang's (2008) remarks on the implications of selecting songs for learning, in that "the lyrics should be language-level appropriate, heard clearly above the music, sung at a reasonable pace, and sung with proper diction" (p.13). Clearly, their suggestion is worth noting and taking into consideration when selecting a song for learning in class.

However, there was also a negative response towards the first song 'If I Were a Boy'. One participant strongly disliked it in a similar manner to what Suzuki and Oku (2009) found. Clearly, it is impossible to please all language learners, and it is their own right that all teachers need to take it into consideration and allow room for a negative response before doing a classroom research study.

Through the Lens of EP Framework

Allwright (2003, pp. 114-115) suggested using EP in "a continuously cyclical process of global and local thought and action". In order to do so, "We need global principles for general guidance, but then we must all work out their implications for our local everyday practice". After walking the path to understanding how a particular group of Thai university students viewed learning English through songs by linking the global thinking to local acting, The researcher found that Exploratory Practice has contributed to a profound insight of classroom life of this Thai EFL class. When the study was first designed based on the principles as shown in the diagram below, the researcher wondered how EP could lead to the last stage of 'thinking locally'. Finally, after the data analysis, the researcher realized that it actually led to the point where all of the jigsaw puzzles falling into place, forming the full picture as a Thai teacher-researcher attempting to understand how to teach and motivate Thai EFL students to learn English. This might be possible because the teacher involved the students to work with the teacher to find answers in the process of EP, resulting in underlying findings that could enable the teacher to reformulate the use of music activities in other EFL language class in the future.

6. Implications and Recommendations

The research findings in the present study help to reduce doubts on how songs can be a valuable teaching and learning tool to promote affective, cognitive, linguistic, and cultural aspects of the target language. Clearly, there are ample benefits of language learning through songs as detailed in the literature, but the research framework of EP, utilized successfully in the present study, has provided a new lens to examine learners' perspectives with the aim to understand them, not to expect them to be what the teacher wants them to be and to learn what the teacher wants them to learn. In an attempt to understand the learners, the researcher found that there are practical implications and recommendations for future research studies. These can be summarized as follows:

1 .The different accounts of learners' voices might possibly reflect different levels of language competence. As Abbott (2011, p. 11) states "the proficiency level of learners will also determine whether a song will be appropriate and meaningful to the learner". Different perspectives can arise from different learning styles and preferences. As a result, it is highly unlikely that 100% positive agreement can be gained from EFL learners. Therefore, EFL teachers should allow room for any negative responses and accept any unexpected outcomes that may occur.

2. In general, EFL learners are individuals with different learning styles and motivation. The focus group data from this study suggests that the highly motivated learner likes to do challenging tasks whereas the low-skilled learner prefers to begin with easy tasks before stepping forward towards the challenging level. It is first and foremost to get to know the learners' language proficiency level before designing learning activities or tasks. Nevertheless, the learning task should not be too easy. In fact, it should maintain a certain degree of difficulty in order to challenge the learners, or the teacher can balance between the two by having both easy and challenging questions.

3. The findings have revealed that songs have the potential to serve as authentic materials showing how native speakers use the target language in real life and also reflect their culture. In this study, the participants showed their eagerness to discuss about the difference between Thai and American culture. It is therefore recommended to do further research studies on how to use songs to teach knowledge on cultural diversity in global contexts as Nault (2006, p.314) stresses the importance

of the link between language and culture, and argues that teaching culture ‘needs to be rethought in light of the globalization of the English language’.

4. Songs can be used not only in a traditional auditory format. Given that there are music videos (MV) that can be accessed easily via the Internet, they are highly beneficial to promote affective responses and increase the comprehensibility of lyrics as the majority of the participants reported that the MV could help them understand the meanings of songs. In addition to that, they also responded that their liking of listening to English songs increased after viewing the MV. Since this study was at an early stage of exploring the learners’ perspectives towards pop songs and MV, it is, therefore, interesting to look into this aspect deeply and widely in future research studies.

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Linguistic Competence of Freshmen English Majors: Basis for Intensive Language Review

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Abstract

This study determined the linguistic competence of the freshmen English majors at the College of Teacher Education at Cagayan State University-Andrews Campus. This study also identified if the profile of the respondents affects their linguistic competence particularly on their vocabulary performance. Furthermore, informal interview was conducted to validate the result of the vocabulary test and to determine the reasons or contributory factors affecting the linguistic competence of the respondents particularly on vocabulary. The study made use of descriptive-qualitative research design. Total enumeration was used in determining the respondents of the study. Survey questionnaires and the two sets of test on vocabulary were the main instruments. The data gathered were analyzed with the use of frequency counts, percentages and mean to treat the profile of the respondents and to determine the score; while, T-test was used to determine the significant difference of the two batches' vocabulary scores. And Five-point Likert scale was used to describe the linguistic competence of the respondents. The study found out that majority of the respondents aged 19-21 years old, female, General Academic Strand (GAS) graduates. Thus, they are expected to be linguistic competent and have good communication skills since they have good Senior High School preparation. However, the vocabulary test result showed that majority of the respondents have just a passing score; while some failed. Their profile is not a factor in their linguistic competence. And it also revealed in the study that those who set English as their first priority major got higher scores than those who set it as the second choice. Further, it was found out that personal and academic reasons are contributory factors in their vocabulary performance. These findings have important implications to language teaching and learning. Since most of the respondents have just an average level of vocabulary and have limited exposure to reading and activities that enrich their linguistic competence, it is deemed necessary to integrate into the different English

subjects the possible engaging activities that will widen the vocabulary of the second language learners. Language professors should conduct intensive review on language covering the vocabulary aspect in language learning as well.

Keywords: communicative competence, linguistic competence, language proficiency and vocabulary performance

Introduction

In the second language learning, the language learners should be communicative competent. Communicative competence deals with producing and understanding sentences that are acceptable and appropriate to a particular situation.

Widdowson said that knowing a language is more than how to understand, speak, read and write sentences, but how sentences are used to communicate. Communicative abilities have to be developed at the same time as the linguistic skills; otherwise, the mere acquisition of the linguistic skills may inhibit the development of communicative abilities. As Hymes also said that linguistic competence deals with producing and understanding grammatically correct sentences.

Mulyono (2009) adhered that linguistic competence is of requirements for being a professional language teacher beside psychology, anthropology and education awareness (Grabe, Stoller and Tardy, 2000 in Sarah and Larry: 2005). Concerning to Grabe, Stoller, and Tardy's opinion, the importance of linguistic to language learning crashes certain areas of making assumption of students' learning characteristic, determining certain language teaching method to be applied in teaching and learning process, monitoring device of students' language learning process and identifying success and failure of students' language learning as well.

In making assumption of students' learning characteristics particularly when language attempts to make instructional materials along language, it is important to notify areas of vocabulary, syntax, semantic and lastly pragmatic for each stage of students' language learning.

In addition, designing particular stage of language structure and meaning of language vocabularies to be learned by students might be assisted when teacher is well-equipped to syntactical and semantic knowledge while concerning to the practice of communicative approach in language teaching and learning.

Besides, linguistic competence is valued particularly in determining certain teaching method. Each sub-area of linguistic structure might base the choice of certain methodology for language teaching and learning activities. Although Kershen's monitoring theory differentiate

between the language acquisition and language learning, the practice of those two terms of language acquisition and language learning remains to be integrated. The language learning has to be enabled to keep the language acquisition run on its appropriate track and achieve its main goal, communicative language competence. For such idea, linguistics field importantly could be devised as monitoring instrument of students' language learning. Students' comprehension of syntax, semantic and pragmatic could be used to monitor their learning. By doing this, ways for achieving appropriate, acceptable and understandable communication and linguistic competence are widely open.

First year college students are expected to have rich vocabulary since they have spent already two years in the Senior High School before entering college. It is perceived that their exposure to various English subjects in the Senior High School helped their vocabulary improved.

However, not all freshmen English majors have rich vocabulary. Noticeably, during the first term of the second semester of the current school year, 2018-2019, the English majors have limited vocabulary, have difficulty in expressing their thoughts in straight English and have grammatical lapses as well. Observably, when these language learners are tasked to perform a communicative task in class, they appealed to speak both in Filipino and English languages for the reason of ease of delivery. In addition, they revealed that their vocabulary is not fully enriched and their grammar is not fully mastered by them. Thus, hindered them to have an effective oral and written communication.

This prevailing situation motivated the researcher to conduct a study focusing on linguistic competence of the freshmen English majors. This is to determine the level of the vocabulary of the respondents. The result may serve as basis for the intensive grammar review particularly on vocabulary enrichment.

This research is anchored to Del Hymes' theory on Linguistic Competence. Hymes stated that communicative competence is made up of four competence areas; linguistic, sociolinguistic, discourse and strategic. In this study, the main focus will be on linguistic competence particularly on the vocabulary level of the freshmen English majors since linguistic competence is knowing how to use the grammar, syntax and vocabulary of a language.

It is the researcher's belief that the profile variables of the respondents may affect their level of vocabulary. Moreover, it is also presupposed that the senior high school strands and preparation of the respondents are contributory factors in their vocabulary performance. Likewise, it is also assumed that age affects their vocabulary performance. The older the student is, the more vocabulary words he or she knew.

This study is somewhat related to Hansen's study (2002) "Language background, proficiency in English, and selection for language development." He found out that students experienced language difficulties. So, they were assessed by interview and were allocated to faculty-based Language Development Program. Students with the greatest need for language support participated in a full 2-year program. Those requiring less assistance were offered more limited support in the form of specific modules within the program. Students allocated to the full program were significantly weaker in language proficiency compared to those offered specific modules and those not offered a placement.

Objectives of the Study

This study determined the linguistic competence of the English majors at the College of Teacher Education at Cagayan State University-Andrews Campus. This study also identified if the profile of the respondents affects their linguistic competence particularly on their vocabulary performance. Furthermore, informal interview was conducted to validate the result of the vocabulary test.

Methodology

Research Design

The study made use of descriptive-qualitative research design since the profile of the respondents in terms of age, sex and Senior High school strand were described. And the linguistic competence of the respondents was also described.

Locale of the Study

The study was conducted at the College of Teacher Education, Cagayan State University- Andrews Campus, Tuguegarao City during the second semester of school year 2018-2019.

Respondents and Sampling Procedure

The respondents of this study were all first year English majors of the Colleges of Teacher Education (CTE) of Cagayan State University-Andrews Campus, Tuguegarao City during the school year 2018-2019. Total enumeration was employed in the study.

Research Instruments

Survey questionnaire was used to elicit the profile of the respondents. Then, the vocabulary test was also administered.

Collection of Data

Survey questionnaires were given to the respondents after the approval of the Dean. The two sets of test on vocabulary were administered in different sessions. After the checking of the vocabulary test, the researcher conducted an interview to validate the result and to find out the reasons for having low scores.

Analysis of Data

The data gathered were analyzed with the use of frequency counts, percentages and mean to treat the profile of the respondents and to determine the score. While, Five-point Likert scale was used to describe the linguistic competence of the respondents. and T-test was used to determine the difference of the vocabulary performance of the two batches.

Results and Discussion

Table 1. **Profile of the respondents**

Profile variables	Frequency (N=76)	Percent
Age		
16-18	15	19.7
19-21	61	80.26
Sex		
Male	29	38.15
Female	47	61.84
Senior High School Academic Strand		
TVL	1	1.31
GAS	49	64.47
HUMSS	19	25
ABM	2	2.63

STEM	4	5.26
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Majority of the respondents fall under the age bracket of 19-21 years old which implies that they are at early adulthood stage. Expectedly, they are linguistic competent and have rich vocabulary.

It can also be gleaned in the table that most of the respondents are female, and they were General Academic Strand (GAS) graduates, who are expected to be linguistic competent and have good communication skills because they took varied English subjects like Grammar and Composition, Speech and Oral Communication and Study and Thinking Skills during the Senior High School.

The data imply that the respondents are at the exact age and have good English preparation. So, much is expected of them in terms of linguistic competence. During the interview, the freshmen said that they used metacognitive strategies in language learning so that they will learn the language easily and for them to be linguistically competent.

This finding is somewhat related to the study of Radwan (2007) where he investigated the use of language learning strategies by 128 students majoring in English at Sultan Qaboos University (SQU) in Oman. Results showed that the students used metacognitive strategies significantly more than any other category of strategies, he also found out that more proficient students used more cognitive, metacognitive and affective strategies than less proficient students, and freshmen used more strategies in English class.

Nunn (2017) considered different types of competence in relation to the teaching of English as an International Language, arguing that linguistic competence has yet to be adequately addressed in recent considerations of EIL. His paper discussed the need to reconsider the scope of 'communicative competence' and then goes on to consider other kinds of competence relevant to EIL including linguistic competence. It critically examined demographic descriptions of World English use in relation to competence and discusses the kinds of competence that are embodied in the corpora that are currently being used for the development of teaching materials.

Table 2. Result of the Vocabulary Test of Batch 1-Set A

Score	Frequency N=32	Percentage
23-25	0	0
20-22	0	0
19-21	0	0
16-18	5	15.63
13-15	15	46.88
10-12	5	15.63
7-9	4	12.5
4-6	3	9.375
1-3	0	0
Mean	12.41	

Table 2 shows the vocabulary test results of the respondents who took the first set. It is shown in the table that 46.88 percent or 15 students scored 13-15 out of 25 items; while, 5 respondents or 15.63 percent of the total population scored 16-18, and the rest of the respondents have failed scores. The data imply that the respondents have limited vocabulary; consequently, almost half of the population failed in the vocabulary test.

This finding coincides with the findings of Calanoga (2001) that the productive vocabulary level of the pre-service teachers is not very impressive because the respondents' vocabulary scores did not meet the criterion set to manifest mastery. Thus, she recommended that the respondents should exert effort to widen their vocabulary by more reading exposure, and teachers and adults should encourage measures to enhance vocabulary skills.

Table 3. Result of the Vocabulary Test of Batch 2-Set A

Score	Frequency N=28	Percentage
23-25	0	0
20-22	0	0
19-21	0	0
16-18	16	57.14
13-15	9	32.14

10-12	3	10.7
7-9	0	0
4-6	0	0
1-3	0	0
Mean	15	

The vocabulary test result of the batch 2 was shown in table 3. It is revealed in the table that 16 respondents or 57.14 have 16 to 18 correct items. On the other hand, 32.14 percent or 9 respondents have scores of 13-15; while, 3 respondents or 10.7 percent failed the vocabulary test. This implies that majority of the respondents have an average level of vocabulary which yielded to have passing scores.

Table 4. Sample reasons of Batch 1 for having low vocabulary scores

Personal Reasons	Academic Reasons
Less motivated to study the target language	Less exposure to activities that enrich vocabulary
Limited time to read	Poor foundation
Peer influence on their language attitude towards reading	High school teachers didn't fully enrich their vocabulary
More time spent in playing gadgets	Limited books and references used in studying
Preferred to surf the net than reading	Teacher factor
Emotionally disturbed	Limited time to do communicative task that enhances vocabulary
Fatigued/physically tired	Less inclusion or integration of vocabulary enrichment in the English subjects in the Senior High School and at present
	Insufficient written task given by the teacher in developing vocabulary skills
	Less activities in class
	Less guidance and supervision of language teachers in the vocabulary skills development of the students

Table 4 presents the personal and academic reasons why majority of the respondents have just passing score. Most of the collective responses were on academic reasons. During the informal interview, which was conducted after the vocabulary test, the respondents said that they have less exposure to activities that enrich their vocabulary skills. They also said that their high school teachers didn't fully enrich their vocabulary and they have limited books and references used in studying.

In addition to this, some respondents bravely said that it is a "teacher factor" and revealed that not all of their language professors helped them in enriching their vocabulary. While, there are also language learners who said that they have limited time to do communicative task that enhances vocabulary skills. In addition, few of them said that there was less inclusion or integration of vocabulary enrichment in the English subjects in the Senior High School and at present. Consequently, there was insufficient written task given by the teacher in developing vocabulary skills or they have less activities in class.

On the other hand, the respondents also mentioned that personal reasons can be contributory factors for having low scores in the vocabulary test. They said that they are less motivated to study the target language because of a negative comment they received from one of their language professors who said that they are not linguistically competent, and they are not performing well. Hence, their spirit was dampened and were discouraged to learn and use the target language.

Other reasons that affect their vocabulary performance were on having limited time to read, or they have limited reading exposure. Few of them said that it was peer influence which affects their language attitude towards reading. They also revealed that they spent more time playing gadgets, and they preferred to surf the internet than reading books where they can widen their vocabulary. While, a small number of the respondents said they are emotionally disturbed and physically tired.

Table 4. Result of the Grammar Test of Batch 1

Score	Frequency N=28	Percentage
23-25		
20-22		
19-21		
16-18		

13-15		
10-12		
7-9		
4-6		
1-3		

Table 5. Result of the Grammar Test of Batch 2

Score	Frequency N=28	Percentage
23-25	0	0
20-22	0	0
19-21	0	0
16-18	3	10.71
13-15	9	32.14
10-12	5	17.86
7-9	7	25
4-6	4	14.28
1-3	0	0

Conclusions, And Recommendations

This study concluded that profile is not a factor in determining the linguistic competence particularly on vocabulary of the language learners. Furthermore, language learners who set English as their first priority major have better vocabulary performance than those who set it as their second choice. Low vocabulary scores resulted from the personal and academic reasons of the respondents.

The result of the study has important implications to language teaching and learning. Since most of the respondents have just an average level of vocabulary and have limited exposure to reading and activities that enrich their linguistic competence, it is deemed necessary to integrate into the different English subjects the possible engaging activities that will widen the vocabulary of the second language learners.

In addition, language professors should encourage and motivate the students to read various books that can broaden or widen their vocabulary. They should likewise conduct intensive review on language covering the vocabulary aspect in language learning.

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Developing Reading Comprehension Through Metacognitive Strategy Training

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Abstract

This study investigates the effectiveness of implementing a metacognitive strategy training approach in second language reading instruction. Reading strategies were taught in three treatment sessions to a Japanese female participant of upper intermediate English proficiency. The aims of these sessions were to promote greater awareness and use of metacognitive reading strategies, and to improve reading comprehension ability in timed and untimed tasks. Graded news articles were used in each session, during which several metacognitive strategies, such as skimming, scanning, summarizing, contextual guessing, and questioning, were modeled by the instructor and utilized by the participant. Pre- and post-test scores reveal significant gains in reading comprehension skills, specifically in timed reading activities. The findings support the teaching of metacognitive strategies as an effective means of developing second language reading ability.

Keywords: reading skills, reading comprehension, metacognitive strategies

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Introduction

Defining and understanding L2 reading proficiency as more than the ability to comprehend second language texts remains a challenge. A variety of skills and categories of knowledge are simultaneously accessed by learners when reading, in an effort to construct meaning and comprehend texts based upon the state of their interlanguage development. Knowledge of text discourses, lexis, grammatical forms, as well as the ability to utilize background knowledge, decoding skills, and critical thinking each contribute to learners' understanding of texts, and to the interpretations and inferences that are resultantly made (Anderson, 2014). As learners cannot hope to adequately understand texts with substantial amounts of unknown lexis, vocabulary knowledge is particularly important, especially for lower proficiency learners (Nation, 2007). While graded readers are one means of lowering the lexical burden placed upon learners and, particularly in extended reading programs, can contribute positively to the development of overall L2 reading skills (see Beglar & Hunt, 2014), for most language learners, the ultimate goal remains the ability to understand a variety of second language texts in their original form. Understanding the specific set of factors that characterize this ability, and constitute L2 reading proficiency, can assist instructors in developing approaches to language instruction that better aid learners in achieving that goal.

Various researchers have proposed pedagogical frameworks for developing L2 reading skills. Anderson (1994) describes the ACTIVE framework—activate background knowledge, cultivate vocabulary, teach for comprehension, increase reading rate, verify reading strategies, and evaluate progress—as the foundation of an L2 reading curriculum, emphasizing the promotion of both comprehension and reading fluency. Duke and Pearson (2002) outline similar principles underlying the development of L2 reading comprehension, while also highlighting the importance of making and verifying predictions, monitoring comprehension, identifying author bias and intent, and having clear purposes and goals in mind when reading. They emphasize the importance of developing learner autonomy through reading strategies training lessons, in which responsibility and scaffolding is gradually withdrawn from the learner. Grabe and Zhang (2013) focus upon the specific challenges reading tasks present for second language learners. Limited vocabulary knowledge, grammatical knowledge, experience with various types of texts, cultural, and background knowledge prevent learners from utilizing the reading skills they commonly employ in their first language. Academic tasks, such as summarizing, paraphrasing, and synthesizing, present unique challenges for learners, as they require the integration of reading and writing skills.

Inasmuch as such skills are utilized and assessed in concert, Grabe and Zhang favor an integrated approach to teaching reading and writing, particularly in academic contexts.

Teaching Reading Strategies to L2 Learners

One approach to developing improved reading comprehension ability has been to provide L2 learners instruction in metacognitive strategies. Many of these strategies are instinctively used by learners in their first language, but less commonly so by L2 learners who often resort to bottom-up decoding of texts (Anderson, 2014). While numerous and varied, typical examples include skills such as reading for a purpose, skimming for overall meaning, scanning for specific meaning, rereading difficult passages, making and verifying predications, critical thinking, and summarizing and reflecting upon texts (Carrell, Gajdusek & Wise, 1998; Mokhtari & Reichard, 2002; Ozek & Civilek, 2006). Promoting metacognitive strategy use in an L2 context essentially involves prompting learners to consider the use of more efficient and effective approaches to reading second language texts.

Self-report studies provide evidence supporting the use of such strategies. Carrell (1989) in his examination of strategy use amongst adult L2 learners notes that while local reading strategies (e.g., focusing on grammatical structures, word-meaning relationships) were found to be negatively correlated with comprehension, global reading strategies (e.g. utilizing background knowledge, analyzing text organization) were associated with higher reading ability. Sheorey and Mokhtari (2001), in their investigation of metacognitive awareness of reading strategies and reading ability, similarly found significant differences in the self-ratings of high- and low-ability ESL college students. Learners of higher ability reported greater use of metacognitive abilities (e.g., reading for a purpose, previewing texts, utilizing prior knowledge) than lower ability learners.

Stavans and Oded (1993) found that the reading strategies used by successful and unsuccessful university language learners were similar, but distinctly applied. Unsuccessful learners typically used reading strategies in mechanical ways, with focus centrally upon answering specific comprehension questions. Conversely, successful language learners tended to more flexibly apply such strategies, devoting attention more broadly upon comprehension of a reading text. While the number of participants in the study was small, the study highlights the importance of providing specific instruction to learners regarding the most effective means of applying metacognitive reading strategies. Zhang (2001), examining learners in an acquisition-poor, Chinese EFL environment, found that differences in the reading strategies used by learners related to reading proficiency. While higher scoring learners tended

to rely on more metacognitive strategies (e.g., anticipating content, monitoring comprehension) lower level learners relied more heavily on bottom-up decoding, translation, and dictionary use. Although gaps in vocabulary knowledge might explain some of these differences, Zhang's study also highlights the importance of emphasizing the application of global reading strategies for lower proficiency learners.

Carrell, Pharis, and Liberto (1989) compared the effectiveness of semantic mapping instruction (subjects discussed and created graphical organizations of ideas) and experience-text relationship instruction (subjects related L2 texts to previous experiences) with a diverse group of adult learners. While both experimental groups outperformed a control group (subjects who received no instruction) on some measures of reading ability, it is unclear from this study the degree to which this approach to metacognitive strategy training is effective, given the absence of a control group receiving conventional L2 reading instruction. Dhieb-Henia (2003) investigated whether metacognitive strategy training could be effective in an ESP teaching context, with a group of Tunisian university students studying Biology. Participants in the ten-week metacognitive training program were able to outperform a control group regarding the speed with which they could complete reading tasks. She also found that treatment instilled more positive attitudes to L2 reading amongst participants, and was potentially motivating to students.

Dabarera, Renandya, and Zhang's (2014) study examined the implementation of a metacognitive strategy training program in a secondary school in Singapore. Utilizing a reading strategies approach based upon the Metacognitive Awareness of Reading Strategies Inventory (Mokhtari & Reichard, 2002), students were taught 30 strategies over five weeks of instruction. Improvements were found in reading comprehension scores, compared to a control group receiving standard curriculum instruction, and metacognitive awareness was found to correlate positively with reading ability. Although the authors suggest future research might clarify the specific strategies that are most effectively utilized, the findings of the study suggest that metacognitive strategy training can be a more effective means of teaching reading than traditional approaches emphasizing vocabulary teaching and bottom-up decoding.

Seeking to contribute to the body of research examining the effectiveness of metacognitive strategy training, this study focuses upon instruction of a specific set of strategies to develop improved second language reading comprehension. Timed, as well as untimed, tasks were utilized, with the intention of providing the participant with a framework through which to engage with non-narrative L2 texts. Specifically, this study addresses the following three research questions:

1. Does metacognitive strategy training improve learner performance in timed reading comprehension tasks?
2. Can such an approach improve overall reading comprehension?
3. Is metacognitive strategy training an effective way to teach reading comprehension to second language learners?

While previous research suggests metacognitive strategy training can be a useful means of improving L2 reading comprehension, further research is needed to better understand the strategies and tasks that most effectively contribute to developing learners' second language reading ability.

Methods

Participant

The participant for this study was a female office worker who works at a company in Tokyo, Japan. She was 29 years old at the time of the study and her native language is Japanese. She obtained a bachelor's degree in Economics from a university in Japan and studied English for six years in high school. She also took English language classes in university, as well as at private language schools. Although she has never lived outside of Japan, she has taken short vacations to countries in Europe and Asia, and attempted to use English during her travels. While she does not currently study English, or use English at work, she occasionally communicates with a few non-Japanese friends in English. She took the TOEIC test approximately one year before the time of the study and received a score of 715 (390-listening, 325-reading). She primarily wishes to improve her English language skills so she can read a variety of different texts, and believes that reading skills might be necessary in the future, if she is promoted to a managerial position at her company.

During a diagnostic interview, the participant expressed a desire to improve her English reading comprehension skills. Specifically, she stated that she found non-narrative texts, such as news articles or written reports, to be particularly challenging in relation to narrative texts. Although she enjoys occasionally reading graded readers, mainly novels, and has little difficulty understanding such texts with the assistance of a bilingual dictionary, she struggles to understand texts which discuss news and current events. Also, she believes understanding such texts might be important to her career in the future. Following discussions with the participant, the decision was made to focus treatment upon improving reading comprehension of news articles. As the participant noted that she is unable to understand news articles on popular websites such as the BBC News, partially due to a lack of vocabulary

knowledge, articles written for a second language audience were used, with instruction focused specifically upon the increased use of metacognitive reading strategies.

Instrumentation

Ten news articles from the Learning English website Voice of America (<http://learningenglish.voanews.com>) were used for this study. In order to avoid topics that require specific knowledge of political or current events, articles were primarily chosen from the “Health and Lifestyle” section of the website. The articles also contained glossaries of challenging lexical items with concise L2 definitions, which the learner was free to refer to during lessons. However, vocabulary learning was not the focus of treatment and the participant was not permitted to consult a dictionary or any other resources. Two articles were used per session. An online program (<http://read-able.com>) was used to calculate the readability ease scores of each of the ten news articles (see Table 1). The news articles were not especially long (408-887 words), had moderately high readability ease scores (63.0-76.3), and moderately low grade level scores (5.7-7.3) indicating that the content did not appear unduly difficult for the participant.

Table 1

Flesch-Kincaid Readability Scores

	Reading Ease	Grade Level	Word Count
Pre-Test (A)	69.3	6.5	485
Pre-Test (B)	76.3	6.4	753
Lesson 1 (A)	72.5	5.9	754
Lesson 1 (B)	68.3	7.3	887
Lesson 2 (A)	75.6	5.7	656
Lesson 2 (B)	66.8	6.8	408
Lesson 3 (A)	73.3	6.0	777
Lesson 3 (B)	72.2	6.4	469
Post-Test (A)	63.0	7.3	505
Post-Test (B)	67.1	6.9	743

Procedure

Following a diagnostic interview, I met with the participant on five separate occasions, over the course of four weeks. Each meeting was separated by between four to five days, depending on the availability of the participant. During Sessions 1 and 5, the pre- and post-tests were administered, while Sessions 2-4 constituted the three-lesson treatment period of this study. Each session lasted between 75-90 minutes.

Lessons. Sessions 2-4 each followed the same basic procedure, with the gradual reduction of scaffolding in subsequent lessons, and a greater attempt to encourage the participant to independently apply strategies. The strategies utilized were based upon standard approaches to promoting metacognitive training used in L2 reading classrooms (Dabarera, Renandya, & Zhang's, 2014; Duke & Pearson, 2002; Mokhtari & Sheorey, 2002; Anderson, 2014). The participant was first asked several questions to activate background knowledge regarding the news article to subsequently be discussed (e.g., "Do you try to eat healthy food?" "Where do you usually buy food from?"). Questions were open-ended, and the participant was encouraged to share any knowledge or experiences related to the topic. The participant was then shown the headline of the news article, and asked to make predictions regarding its contents. No feedback was provided to the participant regarding the validity of these predictions. Next, the participant was given ten seconds to *skim* the article for overall meaning. She was instructed that this would not be sufficient time to read the article in its entirety, and to search for key words or phrases throughout the article that would hint at its content. After ten seconds, the participant then turned over the page, so that she was unable to refer to the article, and shared her predictions. The same skimming activity was repeated once more with a longer time frame, thirty seconds, and the participant once again shared predictions. Again, feedback was only provided regarding effective skimming strategies, not in regards to the accuracy of any predictions.

The participant was then asked several questions regarding specific information contained in the article (e.g., "What is Lindsey Seegers job?" "What are the benefits of eating whole grain foods?"). Each question was administered individually, orally, and the participant was given thirty seconds to *scan* the article, looking for specific information that could answer the question. After responding to my question, the participant was asked to provide proof supporting her response. In the event that the participant failed to provide a correct response, she was provided with feedback regarding effective scanning techniques, and asked to attempt the activity again. In a few instances, where the participant was still unable to provide a correct

response after several attempts, I guided her through the processing of scanning for specific information.

Additional regarding strategies were then introduced to the participant, to assist in general reading comprehension. These included (1) asking oneself questions to monitor comprehension and confirm or reject predictions, (2) identifying main ideas and supporting details, (3) skipping over unknown words, or using contextual clues to guess unknown vocabulary, (4) re-reading or adjusting reading speed, in relation to text difficulty and, (5) recognizing author intention and bias. The participant was then given approximately five to eight minutes to read the article, from beginning to end, in its entirety. Several questions were then asked to the participant regarding the main ideas of the article, supporting details, and author bias. Feedback was provided to the participant regarding contextual clues that could be used to ascertain such information, and follow-up questions were used to request additional information or clarification. The participant was then asked to provide a brief summary of the article, using her own words. Lastly, the participant and I engaged in a short discussion regarding the content and ideas presented in the article.

Pre- and post-tests. A pre-test was administered to the participant in Session 1 and a post-test in Session 5. Both the pre- and post-tests followed an identical procedure, described below:

1. Participant is given twenty seconds to skim the article and asked to provide a general overview of the topic of the article. <0-3 points>
2. Participant is asked three questions regarding specific information in the article. She is given thirty seconds to scan the article and provide a response to each question. <0-1 points> X 3
3. Participant is given five minutes to read the article and then asked three questions. Follow-up questions were also used, where appropriate, to clarify responses or to request additional information:
 - a. What is the main idea of the article? What details can you find to support this idea? <0-3 points>
 - b. What does the author believe about X? Why do you think so? <0-3 points>
 - c. Can you summarize the article, using your own words? <0-3 points>

The above procedure was used twice, with two separate articles in both the pre- and post-test. Different articles of analogous difficulty were used in each test. All questions were orally

administered, and recorded for subsequent analysis. No feedback was provided to the participant until the completion of the test. Additionally, following the post-test, a post-treatment questionnaire was administered orally to the participant (see Appendix).

Analysis

Each section of the pre- and post-tests was analyzed to measure progress in reading comprehension skills, in timed and untimed tasks. Each question in Section 1 and 3 of the test was analyzed using a four-point, partial-credit model, 0-3 points, shown below in Table 2. Section 2 was analyzed using a 0-1 point, partial-credit model, (0 points-incorrect, 0.5 points-partially correct, 1 point-correct)

Table 2

Rating Scale

Rating	0	1	2	3
Criteria	Fails to answer question correctly	Provides a partially correct answer to question	Provides a satisfactory answer to question	Answers question fully and completely

Results

The pre- and post-test scores are shown in Table 3. In the pre-test, the participant's timed task scores were relatively low, 29.2%. The participant found the short amount of time allotted during timed tasks to be insufficient to read the article, and stated that she was unused to reading L2 texts in such a manner. However, her post-test scores revealed a substantial increase in her ability to perform timed tasks, with a seven-point increase to 87.5%, demonstrating a greater ability to use global reading strategies to read texts for specific purposes, i.e., for overall meaning and to search for specific information. Moderate increases were also found in the participant's untimed task scores, with an increase of 1.5 points, 8.3%. As the participant's untimed pre-test task scores were significantly higher than her timed task scores, only modest opportunities for improvement were possible. Overall test scores reveal an 8.5 point, 28.3% gain, indicating improved reading comprehension ability following treatment.

Table 3

Reading Comprehension Pre- and Post-Test Scores

	Timed Tasks		Untimed Tasks			Total
	Skimming	Scanning	Main/ Supporting	Inferences	Summarizing	
Pre-Test	2/6	1.5/6	3.5/6	4/6	4/6	15/30 (50.0%)
Post-Test	5/6	5.5/6	4.5/6	4/6	4.5/6	23.5/30 (78.3%)

Discussion

This study investigated three research questions regarding the effectiveness of metacognitive strategy training to promote increased reading comprehension. In response to the first question—*does metacognitive strategy training improve learner performance in timed reading comprehension tasks?*—the results show that the treatment was effective, with significant improvement in the participant’s skimming and scanning abilities. The participant noted that she rarely consciously applied such strategies when typically reading second language texts. However, treatment resulted in more effective application of such skills, as well as a deepened understanding of the importance of such strategies. As Anderson (2014) highlights, reading rate varies greatly according to reading purpose; readers attempting to learn or memorize texts tend to read at substantially lower rates than those searching for specific information or overall text meaning. Learners primarily accustomed to reading for pedagogic purposes typically read texts from beginning to end, assigning equal importance to all aspects of a text. Raising awareness of the various approaches to engaging with texts, and the specific strategies employed when reading for distinct purposes can promote a view of L2 non-narrative texts as a source of information, as opposed to an object of study. Although the participant struggled initially with timed reading tasks, her improvement highlights the ways in which metacognitive strategy training can promote increased reading comprehension.

The second research question asked whether metacognitive training can promote overall reading comprehension. The results, while generally positive, remain somewhat less clear-cut.

While there were increases in overall post-test scores, only marginal increases in untimed task scores were found, in two of three categories. Increasing treatment length could have

potentially produced greater gains, as reading skills take considerable time to develop (Grabe & Stoller, 2014). However, another possibly relevant factor relates to the manner in which the participant was asked to demonstrate comprehension in this study. Grabe and Zhang (2013) identify summarizing and synthesizing tasks as particular challenges for second language learners. As this study specifically examined reading comprehension, instructional attention was seldom devoted to the productive speaking tasks in which the participant orally communicated her understanding of the text. Such speaking tasks place considerable demands upon language learners, and differ fundamentally from other approaches to assessing reading comprehension, such as multiple-choice or cloze tests (Fulcher & Davidson, 2007). These tasks provided many advantages in the study, requiring the participant to clearly demonstrate comprehension, while providing for me the opportunity to quickly request clarification or additional information from the participant. However, they necessitate the integration of reading and speaking skills in productive tasks, and present unique challenge for second language learners (see Cuming, 2014).

The final research question asked whether metacognitive strategy training was an effective way to teach reading skills to second language learners. The results of this study generally indicate the approach is useful, and are in line with previous research findings (see Dhieb-Henia, 2003; Dabarera, Renandya, & Zhang, 2014). The participant stated that treatment raised awareness of the strategies she employed when reading L2 (and L1) texts. Although L1 texts were primarily read for information or pleasure, non-narrative L2 texts were viewed through the prism of language study, as a means of improving reading skills and lexicogrammatical knowledge. The resulting intensive reading approach, which depended upon dictionary translations of lexical items in texts read beginning to end, contrasted with the purposeful approach to reading implemented in this study. Undoubtedly the use of graded texts permitted this approach, as authentic texts with large amounts of unknown lexical items could impede the development of metacognitive strategy use. However, by providing metacognitive strategy training, the tendency to approach texts from a bottom-up, decoding perspective can be complimented with greater reliance on the strategies more commonly used by learners when approaching challenging texts in their own first language.

Conclusion

This study found metacognitive strategy training to be an effective means of improving reading comprehension, and prompting learners to purposefully approach L2 texts.

Though the participant initially found timed reading tasks somewhat challenging, she responded positively to the treatment, and found the approach to be intriguing and useful.

Nevertheless, further research can better clarify the most effective means of implementing metacognitive strategy training in various L2 teaching contexts. As this study included only a single participant, future research could examine strategy training with a larger number of participants of various ages, proficiency levels, and first language backgrounds. While studies have found that the metacognitive strategy use of lower ability learners differs from that of higher ability learners (see Stavans & Oded, 1993; Zhang, 2001), further research could clarify whether higher ability learners naturally use more metacognitive strategies, or whether increasing strategy use can significantly improve the reading skills of lower ability learners. Similarly, future studies could increase the treatment period beyond the three teaching sessions of this study. Particularly as reading comprehension can take a substantial amount of time to develop, a longer treatment period can more clearly reveal the effectiveness of metacognitive strategy training upon untimed task performance.

Future research could also examine the impact of integrated skills assessment upon reading comprehension scores. This study measured reading comprehension ability based upon the oral production of a single participant, assessed by a single rater. Comparing the data of different assessment instruments can clarify the degree to which integrated assessment effectively measures reading comprehension, and whether other, more valid instruments are available. Various types of instructional materials could potentially also be used with metacognitive strategy training, such as narrative or argumentative texts. Whether such texts require the use of distinct metacognitive strategies requires further examination and study. Metacognitive strategy training offers a distinct alternative to instructional approaches to reading focusing primarily upon vocabulary, translation, and grammar. As this approach encourages distinctly purposeful interaction with texts, it allows learners the opportunity to independently consider the best means of approaching specific texts. In many respects, metacognitive strategy training seeks to equip learners with the tools necessary to effectively engage with texts autonomously, compensating for weaknesses in vocabulary and grammar knowledge with reference to a set of specific strategies. That it is commonly used by learners in their L1, albeit oftentimes unknowingly, indicates that, far from being distinctive or peculiar, metacognitive strategy training seeks to bridge the gap between the approaches utilized by learners reading texts in the first language, and in their second.

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Appendix: Post-Treatment Questionnaire

- 1) What did you think of the lessons? Did you find the reading strategies to be effective and/or useful?
- 2) Were the activities too easy or too difficult?
- 3) Was this approach an effective way to learn? Would you have rather tried a different approach?
- 4) Do you feel that your reading comprehension has improved?
- 5) Has your approach to reading changed in any way, or remained the same?
- 6) Did you enjoy the lessons? Were the lessons easy, challenging, or stressful?
- 7) Do you have any other comments or questions?



Framing President Duterte's Rhetoric Through Discursive Strategies of Representation

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Abstract:

The recognition that language and politics are intricately interlinked has been fundamental to studies in rhetoric and many strands of discourse studies; hence, this study aimed to frame President Duterte's rhetoric in his 2018 SONA through discursive strategies of representation model of analysis by Wodak and Fairclough. The study employed quantitative-qualitative methods as it both described the occurrences of the strategies in the speech and thematically analyzed these strategies along reference/nomination, predication, argumentation, perspectivation/framing of discourse representation, and intensification/mitigation. Results show that the rhetoric of the President remains in force as he made use of most references and nominations in establishing a sense of identity and a sense of membership. Moreover, his use of perspectivation to frame his views strongly projected his involvement, objectivity, and transparency. The intensification strategy evident in the speech also contributes to the framing of his credibility and authority as the country's leader in persuading his audience to belief and action.

Keywords: argumentation, discursive strategies, framing of discourse representation, perspectivation, predication, reference, rhetoric, intensification

Introduction

Discourse is the very essence of social change. It is discourse that defines people and that which goes to the heart of their culture. Demonstrated in texts, dialogues, talks, speeches, images, videos, and the like, it contributes to the telling of the story of humanity, and accumulates in a vast pool of uncategorized knowledge which constitutes the social fabric and the social consciousness as strongly advanced by Burr (2003) cited in Mahaffey (2013).

When accounting the linguistic context on one hand, Henry and Tator (2002) profess discourse "*as the way in which language is used socially to convey broad historical meanings. It is language identified by the social conditions of its use, by who is using it and under what conditions. Language can never be 'neutral' because it bridges our personal and social worlds.*" Within social science on the other hand, as Ogden (2002) puts it, discourse is mainly used to describe verbal reports of individuals. In particular, discourse is analyzed by those who are interested in language and talk and what people are doing with their speech.

At the heart of any discourse is the use of the language which forms part of the social practice and a purposeful means of communication that reveals the speaker's intentions which essentially may bring about change; hence viewed as a tool to express the self and to establish and maintain a certain relationship with the other. One of these types of expressions is political speech, which according to Fairclough (2000) as cited in Martins (2012), is used *to argue, to reason, to sustain their ideas, to continue in power, to oppress people and nations, to establish and perpetuate ideas, and or to defend people in their needs, to promote civil rights, and peace.*

The recognition that language and politics are intricately interlinked has been fundamental to studies in rhetoric and many strands of discourse studies (Dadugblor, 2016). Scholars have often emphasized the role of language as constitutive of politics and as a means by which the audience comes to understand political behavior. This connection between language and politics becomes significant in analyses that seek to understand how discourses are represented, produced and reproduced.

One seminal source of interest for the study of discourse is the State-of-the-Nation Address (henceforth called SONA). It is one of the few avenues through which Presidents are obliged to communicate with their people. Being such a rare opportunity to communicate with the citizenry, each year's state of the nation address must ideally perform three functions. It must first of all update the citizens on the progress of projects promised in the previous year's address by the President. Secondly, the address is to inform the citizenry of recently launched initiatives, and thirdly the address seeks to articulate the President's vision and plans for the

future. The speech shapes the way in which the people understand the system of government on both theoretical and functional levels.

In the Philippine context, The State of the Nation Address (SONA), freely translated in Filipino as *Talumpati sa Kalagayan ng Bansa*, is an annual address by the President of the Philippines to a joint session of the Congress of the Philippines. It is a constitutional obligation as mandated by the 1987 Constitution and a yearly tradition where the chief executive reports on the status of the country, unveils the government's agenda for the coming year, and proposes to Congress certain legislative measures. The speech is delivered by the President of the Philippines who appears before Congress upon its invitation, for which purpose a joint session is held every fourth Monday of July in the Session Hall of the House of Representatives at the Batasang Pambansa Complex in Batasan Hills, Quezon City, Metro Manila.

Over the years of his Presidency since 2016, President Rodrigo Duterte and his SONA speeches had heightened the interest of the public to study the use of his language and his intentions as he deviates from the convention of speech delivery, following the assertion that he, as political leader, is able to influence the mental models, knowledge, attitudes and eventually even the ideologies of their recipients. As Romero (2018) stated in the news article (<https://www.philstar.com>), *President Duterte may again deviate from his prepared speech during his third State of the Nation Address (SONA) as he is expected to speak "from the heart" instead of focusing on the gains of his administration.* The unpredictability of the President's speech, notwithstanding the preparation of his speech writer, was admitted by his spokesperson in the same article.

In a recent news aired at ABS-CBN (<https://news.abs-cbn.com/news> on September 5, 2018), the President has the following to say: *"And so I have a bad mouth. I curse, I throw epithets a lot when I'm angry. They say that, 'you know this Duterte is not a statesman. He should not be going to anywhere, he will put us to shame. He talks like a gangster and he curses everybody.' Correct. Because I never studied to be a statesman, there's no course of a statesman, ...I studied law. I grew up in a place where there's just a lot of trouble, until now and our paradigm seems to be far different from the cultured ones ..."* While his remarks in speeches continue to draw controversies not exempting his SONA speeches, Duterte remains popular among majority of Filipinos.

It is thus from these premises that questions such as what does the President do with his language, what are his intentions in what he is saying, how does he say it, why does he say it, and what effect does it have to people, are only few of the questions that evoked the interest

and hence the focus of the paper. To frame all these questions is the need for a discourse analysis that necessitates an inquiry into the rhetoric of the President.

As well opined by Dylgjeri (2017) quoted by Hassoun (2018), the politician's speech is mainly concerned with persuading or making the others believe what he is saying. Indeed, while other analyses of the SONA may surface the functions of the language used by the President, it is also very often intended to persuade particular audiences to take certain courses of action – which requires an analysis of the President's rhetoric.

Given the foregoing, this paper takes up the call for a discourse analysis in investigating the ways in which presidential rhetoric, constituted in the SONA of President Duterte, could both, at once, attempt to persuade audiences and bring about understanding of the President's discursive strategies for the representation of himself and of others.

Statement of the Problem

Generally, this study examined the rhetoric in the SONA highlighting role of language in the communication and interpretation of intentions by analyzing the State of the Nation Address (SONA) as a piece of discourse with specific goals. It aims to critically discourse analyze the third State of the Nation Address of President Rodrigo Duterte delivered on July 23, 2018.

Specifically, it sought to determine what discursive strategies for representation are used in the SONA to persuade Filipino audience with respect to *reference/nomination, predication, argumentation, perspectivation/framing of discourse representation, and intensification/mitigation*.

Scope and Delimitation

This study centered its investigation on the analysis of discourse of President Duterte's SONA. It limits the critical discourse analysis on the third SONA of President Rodrigo Duterte being the most recent and shortest of the three SONAs he delivered since he assumed his Presidency in 2016.

Within the scope of this study, discursive strategies serve as the main points for the discourse analysis. While the frame of analysis used in this study is primarily to investigate the positive self- and negative other- representation, the frame is adopted as it similarly surfaces the codification of themes to explore for the President's rhetoric in his SONA.

Conceptual Framework

This study was anchored on the assumption that State of the Nation Address as a piece of discourse and as one of the most important political genres close to the hearts of Filipino people, is one persuasive speech that directly affects their worldview. Moreover, the study is premised on Aristotle's Rhetoric (2006) "an ability, in each [particular] case, to see the available means of persuasion". This ability is assumed to surface through the frame of analysis using discursive strategies of representation (Wodak and Fairclough, 2013) as they believe that by *strategy* it means "*a more or less accurate and more or less intentional plan of practices (including discursive practices) adopted to achieve a particular social, political, psychological or linguistic aim*". A discursive-persuasive notion of rhetoric, then, is appropriate for the genre of the SONA in an attempt to demonstrate how presidents strategically negotiate power relations in the SONA.

Research Methodology

Research Design

The study made use of quantitative-qualitative research design through a discourse-analytical approach to the study of rhetoric surfacing discursive strategies in the State of the Nation Address (SONA) of President Rodrigo Duterte. Descriptive method and data analyzing technique in identifying, noting, analyzing and classifying the data was employed. Specifically, the analysis of discursive strategies made use of Wodak and Fairclough's (2013) frame of analysis highlighting the strategy (what the President does with his language) objective (why he uses such language) and devices (what means does he use the language).

Corpus of the Study

The data for this study came from the third SONA of Philippine President Rodrigo Duterte which is the corpus of the study. The speech belongs to the non-spontaneous category of oral speeches. Essentially, it was formally prepared for oral delivery. The President's third SONA with ninety (90) statements based on PhilStar full transcript is considered to be the shortest of his three SONAs. While relatively the shortest of the three SONAs, the third SONA remains to be of particular importance for analysis as the need to discourse analyze the rhetoric through exploration of discursive strategies is undoubtedly useful.

The SONA is the full transcript of the video recordings of the address collected from the website of the PhilStar, considered as one of Philippine's Dailies. The transcript was compared to the video to ensure fidelity of the text.

Data Gathering Procedure

The analyses are 90 statements from the speech, and follow the format, full-paragraph-line. The grouping of the statements is done thematically and categorically following discursive strategies of representation. The output in this step was validated by experts in the field of language and social science. Further, the study documented how these strategies significantly contribute to the conveyance of the speaker's intentions as well as to the understanding of the message by the listening and viewing public.

Statistical Treatment of Data

To treat the data, qualitative analysis was used. For the purpose of analyzing the discursive strategies used, the frame of analysis by Wodak and Fairclough (2013) was used following matrix below:

*Strategy (what the speaker does)	Objective (why the speaker does it)	Devices (how the speaker does it)
1 reference/nomination	Construction on in-groups and out-groups	Membership categorization: biological, naturalizing and depersonalizing metaphors, metonymies and synecdoches
2 predication	Labeling social actors more or less positively or negatively, deprecatorily or appreciatively	Stereotypical, evaluative attributions of negative or positive traits, implicit and explicit predicates
3 argumentation	Justification of positive or negative attributions	_____ used to justify political inclusion or exclusion, discrimination or preferential treatment
4 perspectivization, framing of discourse representation	Expressing involvement, positioning speaker's point of view	Reporting, description, narration or quotation of (discriminatory) events and utterances
5 intensification, mitigation	Modifying the epistemic status of a proposition	Intensifying or mitigating the illocutionary force or (discriminatory) utterances

**discursive strategies for positive self-representation and negative other- representation*

Results and Discussions

The discussions that follow present the categorization and codification done on all 90 statements from President Duterte's SONA.

Table 1 shows the distribution of discursive strategies employed in the Inaugural Speech. Of the 90 line statements, 32 or 35.55 percent used reference or nomination as strategy, followed closely by perspectivation or framing of discourse representation with 25 or 27.78 percent. Intensification, mitigation, or limitation comes next with 18 or 20 percent. Of few occurrences are the strategies on predication and argumentation, request or appreciation and gratitude and transparency with 7.78 and 4.44, respectively. Occurrences of transparency/request/gratitude, while these were not in Wodak and Fairclough's (2013) frame of analysis, were also noted.

Strategy	Frequency	Percentage
Reference/Nomination	32	35.55
Perspectivation/Framing of discourse representation	25	27.78
Intensification/Mitigation/Limitation	18	20.00
Predication	7	7.78
Argumentation	4	4.44
Others (Transparency/Request/Appreciation/Gratitude)	4	4.44
TOTAL	90	100

It can be deduced from the data, that the President's SONA generally made use of reference/nomination to construct in-groups for his administration giving them a sense of belongingness and membership. The President's perspectivation or his framing of discourse representation was also made evident in the speech as he expressed his involvement and as he positioned his points of view. Likewise, the intensification of all his administration's initiatives and the mitigation of social ills were observed as strategies displaying the rhetoric in his SONA.

Following are the qualitative discussions of the rhetoric based on the codification of discursive strategies used by order of the frequency of occurrences.

REFERENCE/NOMINATION

Excerpt (line 2):

“...my fellow workers in government; mga kababayan.”

The speaker in line 2 engages his audience with his reference of them thereby constructing an in-group for the audience. Using membership statement as his device, he attempts to sense of identity and their self-interest. This strategy is found persuasive as Pickett, et.al (2004) professed “*To successfully establish and maintain social relationships, individuals need to be sensitive to the thoughts and feelings of others as it is predicted that individuals who are especially concerned with social connectedness—individuals high in the need to belong—would be particularly attentive to and accurate in decoding social cues.*”

Excerpt (line 15):

“...I thank Congress for the swift passage of the Ease of Doing Business [Act], [applause] which is a significant fight against corruption and improving service delivery. We need to sustain our momentum. And I hereby direct all [local] government units --- makinig sana kayo --- and government agencies to faithfully implement this law and simply simplify the process. Hinihingi ko ho ‘yan sa lahat nasa gobyerno under my control and supervision. Huwag ho kayong magkamali.”

The nomination given to Congress through the commendation by the speaker contrasts the reference that follows to the government units as they are cautioned to listen and follow; otherwise, a construction of out-group for them by his administration, is consequential.

The appreciation given in the line is supported by Chater & Loewenstein (2016) perspective that men *desire to make sense of their immediate experience, their life, and their world*. The drive for sense-making can help to make sense of a wide range of disparate phenomena, including curiosity, boredom, ‘flow’, confirmation bias and information avoidance, esthetics (both in art and in science), why one has to care about others’ beliefs, the importance of narrative and the role of ‘the good life’ in human decision making.

Excerpt (line 16)

“particularly call the attention of the agencies with the [most] number of red tape-related reports from the public, make your services truly customer-friendly. Our people deserve efficient, effective, and responsive government services. They deserve nothing less. [applause] make your living from the pockets of the people, and you have a lousy and corrupt bureaucracy.”

Line 16 paves another reference to the agencies to be an in-group by making their services customer-friendly; if this is not realized, the creation of a lousy and corrupt bureaucracy would possibly make these agencies an out-group from the speaker's administration. This reference was made with an admonishment for agencies to adhere. Cause-effect was used as a device to show that inefficiency and ineffectiveness of agencies' measures would lead to weakness and corruption.

Excerpt (line 17) “*I have friends and political supporters whom I appointed to public office and then dismissed or caused to resign. I need not mention their names or recount the circumstances surrounding their removal or resignation. Media has more than amply reported that.*”

The President in line 17 referred to friends and political supporters and explicitly stated a construction of an out-group membership for them. While the non-specification of names of those referred was not established, they could be verified by the reports already made by media. Depersonalization was his device to express his objectivity in the choice of those he selects to be with him in the public office.

Excerpt (line 32) “*We admire our Filipino migrant workers for their selflessness and courage in enduring the hardships of living away from home to provide for their families. You epitomize the innate resilience of the nation. You have shown your willingness to toil and sacrifice day-in and day-out, for the long-term good of your family and loved ones. You have also contributed greatly to the national economy, even as you help in small and big ways to the economies of our international partners.*”

The reference and nomination are clear in line 32 of the SONA. The explicit admiration of the migrant workers makes them an in-group in Duterte's administration as they become contributors to the upscaling of international partnerships. Their membership categorization aids in letting them feel that despite their absence in their home country, they are given sense of identity and sense of belongingness.

Excerpt (line 56): “To the mining industry, I say this once again and maybe for the last time, do not destroy the environment or compromise our resources; repair what you have mismanaged. Try to change [your] management radically because this time you will have restrictive policies. The prohibition of open pit mining is one. [applause]It is destroying my country. It is destroying the environment. It will destroy the world of tomorrow for our children. [applause]”

The cause-effect device used in line 56 underscores the reference to mining industries as an out-group. The repetition of the command of the President compounds the warning to this out-group. There is, however, a choice to be categorized as in-group once more should there be repairs to be done on what had been mismanaged. This clearly appeals both to the President’s authority and credibility and to the logic of the consequences of action which objectify to persuade the audience.

PERSPECTIVATION/FRAMING OF DISCOURSE REPRESENTATION

Excerpt (line 8): “If you think that I can be dissuaded from continuing this fight because of [your] demonstrations, your protests, which I find, by the way, misdirected, then you got it all wrong. [applause]”

In line 8 of the SONA, the rhetor stressed his point of view on the war on drugs. While he may have honestly admitted that the war against illegal drugs is far from over, assures his audience of his undaunted will to push through till the end. Such use of quotation of utterance in the line is deemed a powerful device in appealing to the emotions of the audience. It may suggest an emotion of fear created to whom the quotation is addressed leaving them no better alternative but to surrender.

Excerpt (line 9): “Your concern is human rights, mine is human lives. [applause]”

The excerpt in line 9 is a statement of territoriality. The speaker framed his view on the representation that his office deserves. Once more, the use of quotation of utterance as a device created the demarcation of power one exercises as there should be no encroachment into one’s

domain must be tolerated. This expression of concern asserts his power and ideology as the President.

Excerpt (line 18): “I value friendship, make no mistake about it. But it has its limits.”

Objectivity resides in line 18 as the speaker’s perspective about friendship is brought to the surface. Depersonalizing the context of friendship became an effective device in this context as being a disinterested leader is what he aims to project. This strongly appeals to his credibility, further evoking caution to those who would think of crossing the line.

Excerpt (line 25): “We will need loads of understanding and patience to endure and overcome the birth pangs or pains of the new beginning. To me, war is not an option. We have been through the catastrophe in Marawi. We have seen the horror, the devastation, and the human toll and the displacement of both Christians and Muslims alike.”

The President framed his discourse in line 25 by representing a self that is concerned of humanity. His strong stance against terrorism and its consequences have been tested to the extent of losing lives in war. While persuasion may have been the objective of the President in his political speech, it also objectifies to show a side of him as Sabio and Lintao (2018) concur in their study of President Duterte’s speeches that persuasion is not the only feature that surfaced from the analysis of his communication strategies but also his perception of reality and self-representation patterns that emerge through his use of these techniques.

This far-fetched option, however, brought a new beginning, which he wants the people to understand and patiently endure, appealing to both emotions and logic as persuasive means. The device of narration of events brought the audience back to grim experience in the past as source of appreciating what is at present.

Excerpt (line 47): “I could not allow this decay to continue; decisive action has long been overdue. Recognizing that we are mere stewards of our natural resources, and I said enough is enough.”

The metaphorical statement *enough is enough* made it a powerful device to appeal to the emotions of the audience. The perspectivation of the speaker underlines his strong involvement in curbing the ills and enjoining his audience to take decisive actions, made it even stronger. The recognition that everyone is a steward appeals to both emotion and logic which makes it inherent for all to take action.

INTENSIFICATION/MITIGATION

Excerpt (line 28): “*Our stronger bonds with our ASEAN friends have made possible our trilateral border patrols with Indonesia and Malaysia, which has since then put out of business sea pirates, piracy and other terrorists who used to infest our shared seas. This is a testament to the readiness of our country and our good neighbors to make regional peace and security our shared responsibility.*”

As his device, the President reported the intensification of efforts which brought about modification of status of the country’s bonds with neighboring countries. The use of the word testament in the line intensifies the illocutionary function of the utterance with the intent to effect pride in the audience as they are Filipinos exercising shared responsibility.

This concept of shared responsibility for the establishment of peace and security finds consonance to Grice’s theory of implicature. While Grice theory is primarily anchored on conversational implicature, the implications of the present finding of study may also find support in it. Specifically invoking the Principle of Cooperation, and the theory of relevance, where interlocutors share “mutual cognitive environment”. Nunn (2003) posits that *in intercultural negotiation a high level of awareness of assumptions about what is “mutually manifest” is of central importance to performance* which may have made the stronger bonds between Philippines and neighboring countries possible.

Excerpt (line 38): “*Read my lips, I understand that this does not satisfy all sectors. I share their sentiment; I truly do. Much as I would like to do the impossible, that power is not vested upon me by the Constitution. And neither will I make both ends meet even if I violate the laws to achieve that purpose. Simply, it is not part of my territory.*”

While intensification is done in the government’s efforts to regularize employment with the signing of Executive Order 51, the limitation of the modification done is also apparent. The

use of the idiom *read my lips* highlights the sensitivity of the issue as the President would like his audience to carefully listen and understand where he is coming from given the perspective that he cannot satisfy all sectors, much as he would want to.

Excerpt (line 52): “As I had stated last year, we must learn from the experiences from the Super-typhoon Yolanda, and other mega disasters, and from global best practices. We need a truly empowered department characterized by a unity of command, science-based approach and full-time focus on natural hazards and disasters, and the wherewithal to take charge of the disaster risk reduction; preparedness and response; with better recovery and faster rehabilitation.”

Through a narration of events, the speaker strategizes on the mitigation of the occurrences of disasters. This strategy on mitigation necessarily calls for an intensification of actions done by the government to modify present status. Intentionally, he also appeals to the logical move to be done by the audience in helping the government’s measures come to fruition.

PREDICATION/ARGUMENTATION

Excerpt (line 33): “This is why we strongly condemn the deaths and abuses experienced by Filipino migrant workers in the hands of their foreign employers. ... [applause]”

The strategy on predication in line 33 created a negative label of social actors, the employers of the Filipino migrant workers, as they are projected as abusive and as the administration condemns the action they make. This is clear as the device on evaluative attributions of explicit predicates was used. Media reports and testimonies make it all explicit that this labeling of foreign employers is clearly predicated.

Excerpt (line 5): “Let me begin by putting it bluntly: the war against illegal drugs is far from over. Where before, the war resulted in the seizure of illegal drugs worth millions of pesos, today, they run [into] billions in peso value. I can only shudder at the harm that those drugs could have caused had they reached the streets of every province, city, municipality, barangay and community throughout the country.”

Line 5 uses an argumentation strategy as it finds justification to why the war on drugs has to continue; hence a preferential treatment of it is indispensable. Personalizing the impact

of drugs and the transparency of the President's view about it, admitting that despite the massive campaign against drugs, the war continues, make a persuasive effect on the audience as it is deemed a shared responsibility, not just the President's, to curb the ills of the society. This is a call to action that the speaker would want to advance without any reservation as he is quoted in his utterance *"let me begin by putting it bluntly..."*

Political speeches are commonly embedded with the metaphor of war. Wars present the opposition or armed conflict of two (or more) parties to achieve a similar goal. The metaphors with references to war, thus, are commonly used by politicians to persuade their audience of the gravity of a concept, or even the dichotomy between one group and another Semino (2008) in Sabio and Lintao (2018).

Upon the analysis of the war metaphors in PDU30's speeches, Sabio and Lintao (2018) opined that there seems to be a common occurrence of these whenever he discusses matters concerning illegal drugs. In his speech on December 13, 2016, he mentioned his campaign against the proliferation of illegal drugs in the country and used the term 'war against illegal drugs', and 'war on drugs' in the same speech to possibly characterize the problem as grave as a military activity against another country.

Conclusion

The rhetoric in the President's SONA in the light of discursive strategies of representation surfaces the conventionality and the deconstruction of SONA. The conventionality is premised on the conformance of the SONA to the two functions of the speech which are to inform the citizenry of recently launched initiatives and to articulate the President's vision and plans for the future. The deconstruction emanates from the non-observance of the function of the SONA which is to update the citizens on the progress of projects promised in the previous year's address. Nevertheless, the rhetoric of the President remains in force as he made use of most references and nominations in establishing a sense of identity and a sense of membership. Moreover, his use of perspectivation to frame his views strongly projected his involvement, objectivity, and transparency. The intensification strategy evident in the speech also contributes to the framing of his credibility and authority as the country's leader in persuading his audience to belief and action.

Recommendations

As the study is limited only to the rhetoric based on discursive strategies, it is suggested that an examination of the speech acts performed during speech delivery of a State of the Nation

Address be conducted as the analysis can provide insights into the intentions of the speaker and the effects or responses these may cause in the audience.

A stylistic analysis registering styles of the speaker in SONAs is also recommended. Furthermore, a pragmatic and rhetorical analysis based on the appeals to ethos, pathos, and logos are also recommended. Lastly, a comparative analysis may also be conducted along the functions of SONA from all SONAs at certain timeframes already delivered by the Philippine Presidents.

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English Proficiency Level of Grade 5 Mathematics Pupils among Selected Central Schools in Zamboanga City

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Abstract

The primary purpose of this study is to determine the English proficiency level among Grade 5 Mathematics pupils. The findings revealed that (1) The writing skills among Grade 5 Mathematics pupils is poor while it is good for speaking skills; (2) No significant differences exist between the English writing skill with gender and ethnicity among Grade 5 Mathematics pupils; (3) Significant difference exists in the English speaking skills of the respondents when they are categorized based on gender and ethnicity; and (4) No significant relationship exists between writing and speaking skills among Grade 5 Mathematics pupils. Based on the findings and conclusions, the researcher hereby recommends that: (1) The pupils can improve more of their English proficiency level by engaging more on activities and lessons that is involved on speaking and writing; (2) Teachers can improve their pupils' speaking and writing skills through conducting lessons that would help the pupils to enhance their English proficiency. Writing essays and practicing in speaking the English language can help the learners on improving their proficiency level; (3) The negative effect of language anxiety on the skill of oral communication in another language and on oral testing can be countered by the use of selected humanistic techniques which take account of the whole-person and attempt to create a positive, affective atmosphere in which to learn a language; (4) Language instructors must create a language learning environment which does not lead to unnecessarily high levels of anxiety and resulting unpleasant emotions and stress.

Keywords: English proficiency level, writing skill, speaking skill, language anxiety, stress

1. Introduction

Communication is essential in life. Through it, people learn a lot of things. They are able to express their reactions and share information with others. Communicating in a foreign language far from a student's vernacular could affect his proficiency skills.

English language learning is mostly taught formally in classroom, based on the Philippine Educational System. According to Jeon-Ellis, Debski and Wigglesworth (2005), the Second language classroom as "a social context to which learners bring themselves and their past experiences in which they establish certain relationships and attempt to participate and engage in tasks in ways that best fit their social needs."

The minimum formal learning of English language for a Filipino learner is more than 10 years, excluding the preschool level up to Grade III where the emphasis is on the Mother Tongue Based Multi-Lingual Education (MTB MLE) and they continue learning English language until the tertiary or university level. The use of English has become more significant and demanding in the higher learning institutions. English language is used as the principal language in education. Most public and private universities are using English whether as the curriculum or the medium of instruction. Furthermore, writing is one form of productive skills. Go and Posecion (2011) state that writing is an application of knowledge obtained from learning a language. In school, students writing ability is crucial to their academic performance since a greater part of school activities from examinations, to assignments, reports, and researches are written.

Learning to write well is important, one of the most important things a person will do in educating oneself, say Wilson and Glazier (2003). Nevertheless, writing is generally regarded as a difficult skill and a complex task (Jahin and Wafa, 2012). This is often attributed to its inherently complex characteristics which according to Graham and Rogers (2008) "range from mechanical control to creativity, with good grammar, knowledge of subject matter, awareness of stylistic conventions and various mysterious factors in between."

Moreover, writing is a process through which writers explore thoughts and ideas, and make them visible and concrete. It is a difficult skill for native and non-native speakers alike, for writers should balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics. Moreover, it encourages thinking and learning, motivates communication and makes thought available for reflection. When thought

is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Writing is especially difficult for non-native English speakers because they are expected to create written products that demonstrate mastery of all the aforementioned issues in a new language (Mekheimer, 2005).

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 2006). The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (Davies & Pearse, 2000). However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge.

Writing is a crucial language skill that enables people to express their feelings and thoughts. People use it to define themselves, clarify their knowledge and their ideas, to understand the problems that may face them as well as to find solutions for such problems. Being so, writing is a means for self-actualization. What people learn about themselves and develop within themselves through writing can help them to realize their individual potential and to achieve potential goals (Hughey et al., 2003).

Learning to write in English as a second language allows learners to put their thoughts on paper, see their ideas in print, and share them with others. Writing also enhances language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce grammar and vocabulary they are learning in class (Bello, 2007). It helps to consolidate learning to render it available for use in other areas such as listening, speaking and reading (Mohamed, 2013). Writing has been seen as essential, useful, integral and questionable part of any language syllabus. Learning to write supports students in learning the rules of usage; they learn to spell and to use appropriate grammar and conventions.

Scarcella and Oxford (2002) stated that writing in a foreign language helps learners to improve their grammatical, strategic, sociolinguistic, and discourse competences in target language. Also, when our students write, they have a chance to take risks and go beyond what they have just learnt to say. Moreover, when students write, they become very involved with the new language; the effort to express ideas and constant use of eye, hand, and brain is a unique way to reinforce learning.

In spite of the importance of writing, it is one of the most difficult language skills to master. Writing is generally regarded as a difficult skill and a complex task (Graham et al., 2008). This is often attributed to its inherently complex characteristics which according to Wall

(2001, p.53) “range from mechanical control to creativity, with good grammar, knowledge of subject matter, awareness of stylistic conventions and various mysterious factors in between.”

Berninger et al. (2006) suggested that humans have a number of different “language systems” (p. 66) and that these systems may include listening comprehension, oral expression, reading comprehension, and written expression. Their longitudinal study of language development across the elementary grades revealed significant correlations among their measures of these four language systems.

Duckworth & De Bevoise (2006) described the process of writing at the secondary level as being carried out through planning, translating, reviewing, and revising, and some researchers have identified gender differences for at least some of these executive processes.

According to Chase (2011) writing ability plays an important role in students’ learning. Moreover, the study found that “students have difficulties with the actual act of writing words and ideas on paper.”

Bangert-Downs, Hurley and Wilkinson (2004) as cited in Chase (2011) have also underscored the importance of this skill when they say that: the act of writing creates an environment of cognitive and organizational strategies. The ability to write has been considered as a requisite for success in any academic discipline besides being a lifelong skill (Kenya Institute of Education, 2006).

Adeyemi (2008, p. 3) has averred that “students find composition writing dull, laborious and uninteresting and rather avoid it if they could.” These views point to the fact that the writing skill is full of difficulties.

People need linguistic competence, an adequate vocabulary and mastery of syntax to speak in another language according to Nunan (2009). However, linguistic competence is not sufficient for someone who wants to communicate competently in another language.

According to Nunan (2009) students’ speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

Students perform a speaking task under a variety of conditions. Nation & Newton (2009) believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton (2009) suggested include time pressure, planning, the standard of performance and the amount of support.

One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 2000). Krashen (2004) states that a variety

of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

Speaking skills cannot be developed unless people develop listening skills (Doff, 2008). Students must understand what is said to them to have a successful conversation. Shumin (2002) shares the ideas of Doff (2008) by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 2006). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live.

Bachman & Palmer (2006) further stated certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. The authors believed that topical knowledge has effects on speaking performance.

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer (2001) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Baker & Westrup, 2003).

For Ur (2006), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom can create inhibitions and anxiety easily. Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Baker & Westrup (2003) believe that the learners have nothing to express maybe

because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

Hubbard and Stygall (2007) assert that there are substantive gender based differences in creative writing. Chase (2011 p.22) says that “girls tend to write longer essays than boys and that length has a positive association to essay quality.” Allan and Pease (2001, p.80) have also echoed the same when they write that “buying a card is never a problem for a man, it is what is to write inside that stamps him.”

Researches that have been done within the area of gender and composition writing (creative writing) have revealed that there are significant differences between girls’ and boys’ performance.

The importance of oral communication in accounting has been well-documented by both academic researchers and practitioners (Blanthorne et al., 2005). Palmer et al. (2004) reviewed studies conducted by a number of organizations (from The Big 81 White Paper in 1989 to the IFAC Education Committee in 2003) and found that all eight studies listed communication skills as an important competency even for non-English majors. Other researchers pointed out that a “knowledge of numbers and Science is of little use if a person cannot communicate effectively.” Given the importance of oral communication, it is somewhat surprising that it was not given high consideration by non-English majors.

Usoff and Feldmann (2008) had non-English major rank 15 technical and non-technical skills from most important (1) to least important (15). Oral communications had a mean rank of 6.49. Similarly, Rebele (2005) found that upper level non-English majors ranked oral communication skills as a moderately important determinant of success in public accounting. Findings from the above studies appeared to be consistent with earlier studies.

Daly and McCroskey (2000) had also assessed student perceptions of various occupations and found that non-English was perceived as an occupation with low oral communication requirements. As Rao (2002) reports, students who have studied English for several years have gained knowledge of grammar and vocabulary, can read well, and get high marks in English exams. However, they lack good training in English listening and speaking skills; they are unable to use English for communication in their daily lives. Students’ poor level of English proficiency has raised many concerns about English education in countries where English is not their First language.

Aitchison (2007), the well-known British linguist says that these stages may vary from one individual to another, 'but there is little variation in the sequence of language learning'. Even in different environments language development in children follows a common pattern. It is also true that the child acquires 'receptive' language ability much before the 'expressive', that is, cognition comes much before production of language. By the end of these stages, the child has a rich lexicon of some thousands of words that have been 'acquired'. 'Learning' of new elements of language now takes on an active role in the child's experience.

As regards the learning of a foreign language by the child, as Montessori (1948) says, the child can learn a number of languages if the languages are in his environment at birth. The sounds of any language keep their purity age after age; their complexities are taken in by the child's sub-conscious mind as easily as simplicities. No child becomes sick of learning to speak.

Coming to the issue of bilingualism or foreign language acquisition, children learn a second or a third language for that matter as naturally and are able to use it as accurately and fluently as they do the mother tongue given they are sufficiently exposed to its 'sounds' early, as frequently and as naturally. This is so for two reasons: one, the universal grammar equips them to acquire an additional language easily; and two, there are no prejudices to interfere or inhibit the learning of a language other than the mother tongue. These very factors become impediments when adults have to develop proficiency in a language other than the native.

To sum it up, the researcher decided to focus her study in the areas of speaking and writing as part of the productive proficiency skills of these secondary students.

2. Theoretical Framework

The theoretical framework serves as the basis in conceptualizing the present study. It is anchored on Schumann's Acculturation Theory, Universal Grammar, and Behaviorist Theory in determining the English Proficiency Level on among the selected Grade 5 Mathematics pupils of selected central schools in Zamboanga City.

This study theorizes that learning a second or a target language, certain social factors come into play that either inhibit or aid in the acquisition of that target language. To prove this claim, brilliant ideas of selected experts on language education are applied.

Acculturation is the way people adapt to a new culture. The Schumann theory on acculturation is mainly based on the social factors experienced by those learning English as their second language within the mainstream culture. The factors determine the social distance between the second language learner and the mainstream culture in which they are living in.

This distance between the learner and the mainstream culture in turn determine the rate of language acquisition. Schumann states that “the degree to which a learner acculturates to the target language group will control the degree to which he acquires the second language.” Without grammar, English and all other languages would be gibberish.

Grammar as the art of writing and speaking correctly by adhering to usage standards and rules allows people to communicate. Without common form and structure, and left to their own devices, people wouldn’t understand each other’s word order or sentence construction. Universal grammar, then, consists of a set of unconscious constraints that let people decide whether a sentence is correctly formed. This mental grammar is not necessarily the same for all languages. But according to Chomskyian theorists, the process by which, in any given language, certain sentences are perceived as correct while others are not is universal and independent of meaning.

Core to all of behaviorism is the assumption that human and animal behaviors are determined by learning and reinforcement. Whether by classical conditioning or operant conditioning, species acquire new skills, depending on the effects these skills have on the specie's environment. If an action proves to have a positive outcome (e.g., if by pressing a button, a rat receives food), the organism is more likely to continue to repeat this behavior. However, if the outcome is negative (e.g., if by pressing a button, a rat receives a shock), the organism is less likely to repeat the behavior.

Skinner, and Stimulus-Response (S-R) adherents, believed that Behaviorist Theory could be used to infer a learning history. They held that one could take an animal or person, observe its/his/her behavior, and figure out what had been reinforced previously. Behaviorist reduced all responses to associations, to a pattern of positive and negative reinforcement that establishes links between stimuli and their environmental antecedents and consequences. Responses that were reinforced would be repeated, and those that were punished would not. Thus, if a dog brought its human a ball and the human pet it, the dog’s behavior would be reinforced, and it would be more apt to getting the ball in the future. Likewise, if the dog brought its human a ball and the human kicked it, the dog’s behavior would be punished, and it would be less likely to do it.

Practice for behaviorist is seen as a process of habit formation by reinforcing “right” answers. Practice should take central place because that is how language is learnt, i.e. through extensive drill “without recourse to rationalistic explanation” (Hadley, 2001 p. 56). They considered language acquisition a matter of practice or "operant conditioning.” (Skinner, 1957 as cited in Hadley, 2001) "Behaviors that are reinforced will be learned" (Horwitz, 2008).

UG dealt with acquisition of the first language, so their stand is “environmental input” is crucial. The child needs to hear the language spoken in order to select the appropriate parameter for his or her language environment (Horwitz, 2008).

3. Objectives of the Study

- 1) To determine the English proficiency level among Grade 5 Mathematics pupils in terms of writing and speaking skills.
- 2) To determine the significant difference in the English writing and speaking skills among Grade 5 Mathematics pupils when data are grouped according to gender and ethnicity.
- 3) To determine the relationship between the English writing and speaking skills among Grade 5 Mathematics pupils.

4. Related Literature

Vega (2000) investigated the student related factors and the composition writing performance of college freshmen in Catanduanes Agricultural and Industrial College, Panganiban, Catanduanes. The findings of the study tell that the level of composition writing performance of the college freshmen as to all the writing components is “good” and that there exist a high correlation between the final grade of the students and their level of performance in composition writing.

Lim (2001) investigated the effect of training Saudi English major student teachers in discourse parameters and text types on developing prospective English teachers' knowledge of and ability to apply the principles of discourse parameters and text types in their communicative writing production. Procedures of the study came through an essay-writing test directed to a sample of 30 EFL prospective teachers studying in the Department of English, Teachers' College, Taibah University, Saudi Arabia, and belonging to an intermediate language proficiency level. Results of the pilot study indicated that participants faced a set of problems including lack of knowledge of and inability to apply the principles of discourse parameters and text types in communicative writing production.

Likewise, Braddock and Jones (2003) looked into English writing problems at the university level, trying to point out the major difficulties Iranian students face when writing their reports and determine the defects in writing skill of medical students. They further explored whether language skills or writing skills are the major

problematic areas to which fifth year medical students and interns are confronted. Data analysis indicated that Iranian EFL medical students had problems both in language and writing skills, but with a higher percentage of problems in writing skills.

Greenberg (2005) conducted a 3-year study of teacher judgment of student writing. It analyzed teachers' talk to discover the processes teachers used as they read and appraised student writing, as distinct from judgments recorded as numerical or letter grades. It identified and discussed a set of data-based indexes the teachers relied on to form their judgments. In so doing, the 'global' standard-setting of external assessment (judging the quality of student work against stated standards), and the 'local' of teacher judgment (based on the richness of what teachers bring to the task) were reconsidered. This study noted how teacher judgment of student coursework may be intertwined with and shaped both by officially authorized curriculum materials, syllabus documents, and assessment practices, and by other essentially private, local ways of knowing.

Alsmadi (2010) evaluated English language proficiency of college students in 18 colleges in Saudi Arabia with focus on the main language skills. He found out that college students were low proficient in all four-language skills, especially in writing. His study concluded with desperate and immediate need for remedial programs sided by an overall review of all teaching and learning processes at the teachers' colleges.

Zara-ee (2011) examined the strengths and weaknesses of holistic and analytic scoring methods used in assessing writing. He explored how holistic or analytic scales could be used to better assess students' compositions. He found that there were no misfitting raters when analytic scales were used. The study explored the raters' consistency in rating and that analytic ratings were more reliable and thus was preferred to holistic scales. The present study is unique because the respondents consist of college-level students majoring in English. The researcher believes that college-level students majoring in English best meet the threshold and transfer theory assumptions because these students have already attained a minimum level of L2 linguistic competence, which is more likely to be met at this level of education than at the secondary school level. The investigation of the role of writing proficiency continues to be revealing for the better understanding of the present and future performance of students.

Park & Lee (2005) examine the relationships between second language learners' anxiety, self-confidence and speaking performance. The participants of their study were one hundred and thirty two Korean college students who enrolled the English conversation classes. The results of their study indicated that learners' anxiety level was negatively related to their oral performance.

Tanveer (2007) investigates the factors that cause language anxiety for twenty language learners in learning speaking skills and the influence of anxiety on communication in the target language and his result is similar to what Park & Lee (2005) figure out. The findings suggested that students' feeling of stress, anxiety or nervousness may impede their language learning and performance abilities. He cites that "the higher the anxiety, the lower the performance."

MacIntyre, Clément, Dörnyei & Noels (2001) studied the effects of self-confidence on oral performance. The results of their study showed that the learners' willingness to communicate was determined partly by their self-confidence. Park & Lee (2005) also examined the relationships between L2 learners' anxiety, self-confidence and oral performance. They reached a conclusion that self-confidence affected significantly on L2 learners' oral performance. They stated that if the learners were more confident, they would have better oral performance.

Feyten (2001) conducted a study to examine whether there is a relationship between listening ability and foreign language proficiency, between listening ability and foreign language listening comprehension skills, and between listening ability and foreign language oral proficiency skills. The results show that there is a significant relationship between listening ability and foreign language proficiency; between listening ability and foreign language listening comprehension skills; and between listening ability and foreign language oral proficiency skills.

Bozorgian (2012) carried out a study to examine the relationship of listening skill with other language skills. The results of his study indicate a close correlation between listening comprehension and language proficiency. He states that the higher the listening score, the better the speaking score.

Lukitasari (2008) conducted a study focusing on the students' strategies in overcoming speaking problems in speaking class. The population of her study was the first semester students of Muhammadiyah University of Malang in Indonesia. The results of her study suggest that in speaking class, the students faced some speaking problems including inhibition, nothing to say, low or uneven participation and mother

tongue use. The findings of the study also reveal that the students' speaking performance was not good because they did not master the three elements of speaking namely vocabulary, grammar and pronunciation.

Adeyemi's (2008) study revealed significant differences between boys and girls in composition writing. The two tailed t-test revealed that female students outscored their male counterparts in composition writing.

It is important to mention that the existing literature on sex and ability in composition writing point to differing results. In some countries the results have indicated that there are no significant differences between girls and boys in creative writing as evidenced by a paired t-test.

Pajares and Valiante's study, cited in Chase (2011, p. 21) revealed that there were no significant differences regarding gender and writing yet asserts that girls are 'better writers' than boys. The same has been underscored by Klassen (2002) who is also cited in Chase (2011). He established that males and females do not differ on their writing performance.

The revelation of significant differences in performance between girls and boys in some countries and the absence of the same in others militates against drawing a blanket conclusion about the universality of girls' superiority in composition writing in every country. This requires carrying a study in every country to establish whether or not there are significant differences between boys and girls in creative writing. Additionally, there are various aspects considered when rating a creative writing task.

Gathumbi and Masembe (2008) have categorized these aspects into two groups; basic and advanced. The basic writing skills are: good hand-writing, correct spelling and right punctuation. The advanced writing skills include: grammar, style, organization among others. This makes it necessary to consider boys' and girls' overall performance in creative writing and in specific examinable skills.

Juel (2008) conducted a longitudinal study that followed the development of reading and writing skills in a low-socioeconomic-status sample of 54 children from Grade 1 through Grade 4. She found that skills in early writing predicted later writing skills and that early reading skills were even better predictors of later reading abilities. She also found that poor readers typically became poor writers.

Naglieri and Rojahn (2001), girls outperformed boys in both planning and attention on the Cognitive Assessment System (Naglieri & Das, 1997). If planning is a necessary skill for writing at the secondary level, then gender differences found in

planning and attention could have implications for children's development of writing skills.

Assessing students' written output has always been a daunting task for Language teachers in the higher education. They do not only need to provide feedback on grammar and mechanics but also on content. Similarly, discipline-based or non-Language teachers face a host of challenges but are generally more disposed to providing feedbacks which are more focused on content rather than on form. However, it may not be the case for these two groups of teachers. The preference and style in giving of feedback by twenty professors in two private universities in the Philippines were investigated by examining the actual essay of their students after comparing the result against their self-report. The data had shown that contrary to what was revealed in their self-report, most Language teachers focus more on form while non-Language teachers gave unclear feedback if not none at all. Moreover, the teachers from two universities differ in the amount and focus of feedback and the type of required essay primarily due to syllabus content. Despite the difficulty of assessing students' literacy using writing task as a tool, teachers ought to provide feedback based on a prior discussed rating scale without compromising form and/or content in order to raise the level of writing proficiency of university students (Gabinete, 2013).

Hubert (2008) conducted a study entitled "The relationship between writing and speaking in the U.S. university Spanish language classroom." This study is an attempt at such a comparison, seeking to characterize the relationship that may exist between the concurrent development of second language writing and speaking proficiencies. Study participants are native English-speaking learners of Spanish as a Foreign Language at beginning, intermediate, and advanced levels of study. The following research questions are addressed: (1) Do learners who demonstrate a certain level of proficiency in writing also demonstrate a similar level of proficiency in speaking? (2) Are learners who use certain grammatical forms in their writing able to reproduce those same forms with similar accuracy in their speaking? And (3) Do learners who self-report to write more show increased writing and/or speaking proficiency than those who write less? Writing and speaking samples were collected for comparison of synchronic proficiency level across these two modalities. Samples were first given a holistic score of proficiency by two native speakers of Spanish, and then were analyzed for the use of explicitly-presented grammatical items. Lastly, a survey of writing habits was administered. Results indicate a weak correlation

between speaking and writing at beginning levels of study, and a much stronger correlation at the intermediate and advanced levels. Also, writing was found to be the modality in which more newly-presented grammatical forms were produced at the beginning and intermediate levels. Lastly, almost all subjects self-reported as not engaging in Spanish writing outside the classroom.

Another cross-modality study of adult L2 learners was carried out by Weissberg (2006). This case study of 5 native Spanish-speaking adult English as a Second Language (ESL) students set out to describe the appearance of new morphosyntactic features in the writing and speech of this type of learner. The author conducted a series of student interviews and classroom observations, administered written questionnaires, and administered a large number of oral and written language production tasks over the course of a three and a half month semester. Results indicated that these 5 learners “showed a clear preference for writing over speech as the primary modality for morphosyntactic development” (Weissberg, 2006, p. 51). However, these results also indicated that although student-teacher and student-student dialogue may lead students to generate ideas and/or improve student ability to revise and edit their own texts, using speech for composition instruction did not appear to lead to improvements in learner grammatical accuracy or overall grammatical sophistication.

5. Method

This study utilized the descriptive mixed method design in order to measure the English Proficiency level among Grade 5 Mathematics pupils of selected central in Zamboanga City in terms of writing and speaking skills.

According to the Association for Educational Communications and Technology (2001), the purpose of descriptive research is the description of natural or man-made phenomena-their form, actions, changes over time, and similarities-with other phenomena, an effort to describe and it involves making careful descriptions of educational phenomena, viewed as understanding what people or things mean. Studies primarily concerned with determining “what is.”

It was conducted among 174 Grade 5 Mathematics pupils in four selected central schools in Zamboanga City who were chosen based on simple random sampling. The number of respondents was computed through Slovin’s formula.

Data for this study were gathered from the participants using the self-reported questionnaire and two picture description tasks for speaking and writing skills which were adapted from the study of Tabacug as cited by Lear (2012).

The Picture Description Tasks (PDT) used a scale with numerical assignments to responses such as 5-Excellent; 4-Very Good; 3-Good; 2-Fair and 1-Poor.

6. Results and Discussions

Table 1 shows that majority (150 or 86%) of the 174 Grade 5 Mathematics pupils have “poor” writing skills and only eighteen (18) or 10% of them got “good” writing skills. Only three (3) out of the 174 pupil respondents obtained “very good” writing skills.

Table 1. English Productive Proficiency Level of Grade 5 Mathematics pupils in terms of Writing Skills

Writing Skill	f	%
Very Poor	3	2.0
Poor	150	86.0
Good	18	10.0
Very Good	3	2.0
Total	174	100.0

This implies that majority of the pupil respondents need to improve in writing. The result is supported by Heaton (2004) who exclaimed that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. It requires the use of specific knowledge the writer has, the ability to discover and construct meanings, and the ability to put ideas down in writing using clear language (Olinghouse & Santangelo, 2010). Thus, writing is not an easy skill, or a natural process that just happens.

Tierney (2009) stated that writing skill is considered a complex skill since it requires the students to apply the appropriate cognitive strategies, intellectual skills, verbal information and appropriate motivation. Previous researchers proved that EFL students face some writing problems. Those problems might hinder their ability to express themselves freely, as they are not interested in the topic that the teacher asks them to write about (Aly, 2001). They cannot link sentences into a coherent paragraph, nor can they express their thought in a lucid and organized way.

El-Shafie (2006) stated that writing is the most difficult skill of all the language skills taught to EFL students and some sort of punishment for students. Students cannot develop their ideas when asked to write simple or compound sentences, and certain types of grammar mistakes dominate their writings. In addition, their sentences are almost Arabic structures literally translated. Their writing is unsatisfactory and poor and they are unable to express themselves in writing appropriately and correctly.

Mohasseb (2009) conducted a study to determine students' writing problems, and to suggest guidelines for remedy. Findings of the study showed that students had problems at lower order skills (spelling, grammar, punctuation) and higher order skills (organization and unity).

A look at table 2 shows that out of the 174 Grade 5 Mathematics pupils, 84 or 48% of them obtained "poor" while 90 or 52% got "good" speaking skills. The difference in the results is only two (2) which means that the line dividing the poor and good speaking skill abilities of the pupils could either improve or decline anytime.

Table 2. English Proficiency Level of Grade 5 Mathematics pupils in terms of Speaking Skills

Speaking Skill	f	%
Poor	84	48.0
Good	90	52.0
Total	174	100.0

Speaking skills is part and parcel of communicative competence which has always been the goal of every language classroom wherein instructions are geared toward the components on organizational, pragmatic, systematic and psychomotor (Brown, 1994).

Brown (2004) stresses that authentic language and real-world tasks enable students to see the relevance of classroom activity to their long term communicative goals by introducing natural texts rather than artificial ones where students will more readily dive in to the activity and that these communicative goals are best attained if enough attention is given to language use and not just usage, to fluency and not just accuracy, to realistic language and contexts and to how these students' apply the learning in real life situations. Further, he said that the learner capitalizes on his 'strategic investment' in mastering the target language. He thinks of ways and means to improve his competence of the language and is directly involved in his own learning process. Yet one must understand that strategies used differ in each situation depending on the learner in solving the problems or tasks given to him.

The association between language proficiency and Mathematics achievement has been discussed mainly concerning the communicative tasks of language where some students encounter significant difficulties in solving and answering the test items which may affect their mathematical competencies. A study was done in the United Kingdom by Philips and Birrell (1990) as cited by Taupan (2019) which compared the performance of students in the English medium who are native English speakers with Asians whose second language (L2) is English. The performance of the Asian students in mathematics was far below their native English-speaking peers and also below the national mean. Further analysis of the examination items indicated that language factors were responsible for the low performance of the students.

Speaking competence can refer to what a speaker needs to know to communicate effectively (Cabalquinto, 2009). The whole of the communicative event is considerably greater than the sum of its linguistic elements. Moreover, language is made up of a collection of units, all related to each other in very particular ways, on different levels. These different levels are themselves related in various ways to each other. The primary function of language is to express meanings and to convey these to someone.

Tongco, as cited by Prejoles (2007) in her study, said that difficulties in oral communication continue to pose a challenge to language teachers and that over the past few years, educators and language specialists have searched for ways to make language teaching relevant and effective.

Spoken language production is often considered one of the most difficult aspects of language learning (Brown & Yule, 2003). In reality, many language learners find it difficult to express themselves in spoken language in the target language. Each student has their own problems.

People need linguistic competence, an adequate vocabulary and mastery of syntax to speak in another language (Nunan, 2009). However, linguistic competence is not sufficient for someone who wants to communicate competently in another language. According to Nunan (2009), the speaker needs communicative competence which includes not only linguistic competence but also a range of other sociolinguistic and conversational skills which help him/her know how to say what to whom and when. Johnson (2005) claims that the second language students need communicative competence to participate in and learn from their classroom experience.

Communication apprehension is a construct which is often linked to language anxiety. Horwitz and Young (2001) argue that communication apprehension is one of the performance anxieties which make up a theoretical model of language anxiety. Communication

apprehension refers to an individual's level of anxiety associated with either real or anticipated communication with another person or persons (Mejias et al. in Horwitz & Young, 2001). The high communication apprehensive individual's feelings of 'anxiety about participating in oral communication outweighs his/her projection of gain from the situation' (McCroskey, 2007).

It is widely accepted in the research literature that the act of speaking in a foreign or second language is the most anxiety-provoking activity for the majority of students. Krashen (in Young, 2002) states that according to the research "speaking is particularly anxiety-provoking as people often expect people to perform beyond their acquired competence." Hadley (in Young, 2002) suggests that speaking creates feelings of anxiety because 'there is (so much) at stake: not only do you have to create your own utterances but most students feel that they have to pronounce properly' as well.

Horwitz (in Phillips, 2002) found that students were highly concerned about the oral component of their language classes and Price's (in Phillips, 2002) report of interviews with highly anxious students indicates that all of the students felt that speaking in their language classes had been the greatest source of anxiety. Arnold (2003) proposes that the skill of speaking is greatly influenced by the time factor as it involved producing language spontaneously to a critical audience. The embarrassment that students' feel when they expose their language imperfections to others and the possibility of negative feedback from the instructor increases anxiety levels significantly.

The experience of learning a foreign or second language may also threaten an individual's sense of identity and self-esteem. Horwitz (2001) states that "those who perceive themselves as reasonably intelligent and socially adept find themselves having difficulty using a foreign language to express the most basic concepts." The language learner is placed in a situation where they feel fundamentally incompetent in all the things that everybody else around them takes for granted such as catching a bus or ordering food in a restaurant (Allwright & Bailey, 2001). Language students may feel as if they are in a vulnerable position in which they are expected to reveal and express themselves to others without the security of their mother tongue.

Littlewood (in Horwitz & Young, 2001) states that students may come to feel that they project a silly, boring image and become withdrawn. Students may feel that they are representing themselves badly, showing only a small part of their real personality and intelligence. Language learning, therefore, impacts on the students' sense of identity and self-esteem which is linked to the awareness that the range of communicative choices and authenticity is restricted (Horwitz & Young, 2001). This sense of alienation at the loss of

communication skills can lead to reticence, self-consciousness, fear and even panic (Horwitz & Young, 2001).

Independent t-test was performed in order to measure the significant difference between English writing skill and gender.

Table 3 shows the English writing skills when the Grade 5 Mathematics pupils are categorized by gender. It revealed that the computed t-value of -1.098 with a probability value of 0.278 is not significant since the t-probability value is greater than alpha set at 0.05.

Table 3. Independent t-test Analysis on Mean Difference between English Writing Skills and Gender

Gender	Mean	SD	Mean Difference	t-value	p value
Male	2.00	.426			
Female	2.16	.437	-0.16	-1.098	0.278 ^{ns}

It revealed that the respondents' English writing skills are almost the same. But the female respondents got higher mean of 2.16 compared to their male counterpart with 2.00.

This further implies that gender does not influence the English writing skills of the student respondents of this study.

As a result of these findings, the hypothesis statement "There is no significant difference in the English writing skill of Grade 5 Mathematics pupils among selected central schools in Zamboanga City when data are grouped according to gender," is therefore accepted.

Many studies have demonstrated gender differences among students in basic areas of academic achievement, such as reading, writing, and math. Numerous findings point to a female advantage in achievement and establish that as early as second grade, girls surpass boys in both reading and math (Narahara, 2008).

Longitudinal findings support gender differences in word recognition, reading comprehension, and mathematical reasoning, with a female advantage in all academic areas that emerged at age 8 and continued through age 25 (Gibb, Fergusson, & Horwood, 2008).

Similar findings by Klecker (2005) support the female advantage in reading performance for girls in fourth, eighth, and twelfth grades, with incremental increases observed between each of the grade levels assessed.

In a 6-year study of eighth-grade students, Davenport and colleagues (2002) found evidence of a large female advantage in reading that was consistent across each of the years of testing.

Camarata and Woodcock (2005) also found that females outperformed males on timed achievement measures, such as reading and writing fluency.

The issue of gender has remained a controversial issue as to whether it influences students' academic achievement or not. There is the belief that boys are more intelligent than girls and perform well in academics. This may also affect students' performance in essay writing. Kilosmeive and Wilesman in Obioma (2006) reports significant high performance of girls in divergent thinking while boys were found to be higher in convergent thinking. This means that boys are likely to make mistakes in their writing, which requires divergent thinking than their female counterparts.

Oyetunde in Odo (2004) argues that it may be an over statement to assert that there is a significant disparity in the performance of male and female students in essay writing in English language. He reveals that many institutions of learning enroll more boys than girls. He explains that this may be traced to the fact that more male students go to the science –based disciplines while the female students place more interest in arts of which English language is one. Hutt (2001) states that girls use longer sentences and are better in writing essays and in language than boys but as they grow into adults, the reverse becomes the case as boys, due probably, to the kind of activities they engage, in the process of socialization and growing up , develop their verbal skills.

De Angelis in Okonkwo (2008) views that little boys and most adult men are less verbal than little girls and women because of the differences in their brain and are likely to perform better in language. This may likely affect their essay writing. King in Odo (2004) observes that men are physically strong, less resilient, have greater spatial numerical and mechanical abilities than women and view the world in terms of objects, ideas and theories while women mature physically and psychologically at an earlier age, have higher precocious verbal skills and see the world in personal aesthetic and moral terms. He points to the fact that females may as well perform better in writing than boys.

Language used by people is determined by social classification such as gender, social class, age, ethnicity, education etc. (Muto-Humphrey, 2005). One of the socio-cultural factors shaped by learners in the process of learning a language including writing is gender (Kamari, Gorjian, & Pazhakh, 2012). The term “gender” clearly reveals the social and contextual expectations which society puts on part of each gender (male or female) culturally and socially

(Kamari et al., 2012). Block (2002) also considers gender as a social phenomenon. Hence, there is a shift in view from perceiving gender as an individual concept to perceiving it as a social construction (Aslan, 2009). One of the factors which seem to be of great importance in dealing with writing and gender is the relationship between second language writing and identity construction. A growing body of research in the second language writing has been conducted on the social nature of writing rather than its individual or autonomous nature (Belcher & Hirvela, 2001).

That is, writing is a social activity in which writers align themselves in acceptable discourses to express themselves by reinventing ideas and linguistic expressions created by others (Prior, 2001). In this view, writers' identities are socially constructed and writers position themselves in social identities available to members of the discourse community. Given that gender constitutes part of a writer's multiple identities, investigating how the development of second language writing reflects, affects, or constructs gender identity would provide important insights in educational contexts (Kubota, 2003).

Sunderland (2000) synthesizes a large number of publications with a wide range of topics, including language learning ability, motivation/investment, teacher perceptions, learning styles and strategies, classroom interaction, teaching materials, testing, learner identities, masculinities, and pedagogies. Taking a close look at the importance of gender and writing relation, it is helpful to state that the second language writing research may explore gender differences in how men and women or boys and girls write differently in L2 with respect to process and product (Kubota, 2003).

These differences, however, should not be conceptualized as fixed traits, but as phenomena contingent on context and power. Research on gender difference in the writing process may consider some issues, such as topic choice, planning, writing, peer editing, and revising; on the other hand, as a focus on product, it may also explore word choice, syntax, discourse organization, audience awareness, and so on (Kubota, 2003).

The English writing skills when the respondents are categorized by their ethnicity is shown in Table 4. It exemplifies that the computed F of -2.009 and the p -value of 0.050 for is not significant since the p -value is equivalent to alpha set at 0.05 level. This further entails that the ethnicity of the Grade 5 Mathematics pupil respondents does not likewise affect their English writing abilities.

As a result of these findings, the hypothesis statement "There is no significant difference in the English Writing Skill of Grade 5 Mathematics pupils among selected central

schools in Zamboanga City when data are grouped according to ethnicity,” is therefore accepted.

Table 4. Independent t-test Analysis on Mean Difference between English Writing Skills and Ethnicity

Ethnicity	Mean	SD	Mean Difference	t-value	p value
Zamboangueño	2.00	.289	-0.24	-2.009	0.050 ^{ns}
Bisaya	2.24	.523			

The English speaking skills of the pupil respondents when they are categorized according to gender may be gleaned in Table 5. It shows that the computed F of -2.208 and a p-value of 0.032 is statistically significant since the p-value is lesser than alpha at 0.05.

Table 5. Independent t-test Analysis on Mean Difference between English Speaking Skills and Gender

Gender	Mean	SD	Mean Difference	t-value	p value
Male	2.25	.452			
Female	2.61	.495	-0.36	-2.208	0.032 ^{sig}

This means that there is a significant difference in the English speaking skills of the respondents when they are categorized based on their gender. The result further implies that the respondents whether male or female have different English speaking skills. The female obtained higher mean of 2.61 than the male with 2.25. This likewise means that gender could influence the English speaking skills of the student respondents.

As a result of these findings, the hypothesis statement that “There is no significant difference in English speaking skill of Grade 5 Mathematics pupils among selected central schools in Zamboanga City when data are grouped according to gender,” is therefore rejected.

Speaking has been found to be the most stressful set of skills for students for students who are non-native speakers of the language. Numerous studies have reported on the female advantage in language skills. It appears that across many domains of language, female language skills are more highly developed and often more complex than the language skills of their male counterparts. For instance, in a vast study of over 13,000 children in ten different language communities, Eriksson et al. (2012) found girls to be more advanced than boys in language

abilities in each language community. Specifically, results showed girls to be ahead of boys in early communicative gestures, in productive vocabulary, and in combining words. Although, there exist great variation between the children's language abilities from community to community, the female advantage persisted throughout.

In a similar study, Tse, Kwong, Chan, and Li (2002) set out to determine sex differences in language ability among Cantonese-speaking children. In particular, Tse et al. (2002) focused their efforts on the syntactic domain of language. They analyzed utterances spoken by children ages 3 to 5 during spontaneous play. They found significant sex differences between girls and boys in syntactic development. Girls outperformed boys in mean length of utterance (MLU), some sentence types and structures, and syntactic complexity (Tse et al., 2002). Essentially, sex differences in language development appear to persist across various languages and cultures as well as across the different domains of language.

Table 6 presents the t-test analysis between English speaking skills of the Grade 5 Mathematics pupil respondents and ethnicity. There is a significant difference in the English speaking skill of the Grade 5 Mathematics pupils of selected central schools in Zamboanga City when data are grouped according to ethnicity.

The table shows the English speaking skills when the respondents are categorized according to their ethnicity such as Zamboangueño and Bisaya. It revealed that the computed t-value of -3.027 with a t-probability value of 0.004 is significant since the t-probability value is lesser than alpha at 0.05.

Table 6. Independent t-test Analysis on Mean Difference between English Speaking Skills and Ethnicity

Ethnicity	Mean	SD	Mean Difference	t-value	P value
Zamboangueño	2.32	.476			
Bisaya	2.72	.458	0.40	-3.027	0.004 ^{sig}

It revealed that the respondents differ in their English speaking skills. It shows that the respondents who are Bisaya have higher mean of 2.72 compared with their counterpart Zamboangueño with 2.32. Furthermore, it implies that the ethnicity of the Grade 5 Mathematics pupils could influence their English speaking skills.

As a result of these findings, the hypothesis statement that “There is no significant difference in English speaking skill of the Grade 5 Mathematics pupils among selected central schools in Zamboanga City when data are grouped according to ethnicity,” is therefore rejected.

Research has consistently shown links positive correlation between speaking proficiency and reading comprehension for elementary English learners (Geva, 2006; Helman & Burns, 2008). To be more precise, while speaking proficiency is not a strong predictor of word-level skills, it does correlate text-level skills. “These findings help explain why many language-minority students can keep pace with their native English-speaking peers when the instruction focus in on word-level skills, but lag behind when the instructional focus turns to reading comprehension and writing” (August & Shanahan, 2006).

Table 7 presents the relationship between the English writing and speaking skills among Grade 5 Mathematics pupils. A Pearson product-moment correlation coefficient was computed to assess the relationship between the English writing and speaking skills among Grade 5 Mathematics pupils. The Pearson’s r for the correlation between writing and speaking is .082.

Table 7. Relationship between the Writing and Speaking Skills

		Speaking Skills	Writing Skills
Speaking Skills	Pearson Correlation	1	.082
	Sig. (2-tailed)		.572
	N	174	174
Writing Skills	Pearson Correlation	.082	1
	Sig. (2-tailed)	.572	
	N	174	174

The table shows that computed r of .082 and the p -value of .572 between writing and speaking skills. There is no significant relationship between the two variables since the p -value is greater than alpha at 0.05. Therefore, there is no significant relationship between writing and speaking skills among Grade 5 Mathematics pupils.

As a result of these findings, the hypothesis statement that “There is no relationship between the English writing and speaking skills among Grade 5 Mathematics pupils,” is therefore accepted.

Kroll (2000) used these findings to construct a model of language development in children: preparation, consolidation, differentiation, and integration. In the preparation stage,

children's writing abilities are minimal compared to their speaking abilities. Their writing gradually improves in the consolidation stage, but their writing skills still greatly depend on their speaking skills. In the differentiation stage, the children begin to use different structures and styles between speaking and writing. Finally, in the integration stage, they choose an appropriate register for effective communication in both speaking and writing. The register is chosen in accordance with various factors such as the context, audience, and purpose.

Kroll's model suggests that children's writing proficiency develops on the basis of their speaking proficiency and that there is a strong connection between speaking and writing skills in L1 children as well as in L1 adults. Cayer and Sacks (2009), for example, investigated the writings of eight first language (L1) English students with basic writing skills who were studying at a community college. Their writing showed various features of speech, indicating that their oral language ability greatly affected their written language ability. That is, their oral and written languages were not completely differentiated even at the college level.

A strong connection between the two modalities in L1 adults has also been suggested by the results of a syntactic processing study. Cleland and Pickering (2006) examined how adult L1 speakers produce language in different modalities. They found that L1 speakers use the same mechanism for syntactic encoding in speaking and writing, which corroborates the close connection between the two modalities in L1 adults.

7. Conclusions

The following conclusions were sequenced based on the problems raised in this paper. These are:

1. The writing skill of Grade 5 Mathematics pupils is poor; however, their speaking skill is good.
2. No significant differences exist between the English writing skill among Grade 5 Mathematics pupils from selected central schools in Zamboanga City with gender and ethnicity.
3. Significant differences exist between the English speaking skills and gender and ethnicity of the Grade 5 Mathematics pupils.
4. No significant relationship exists between writing and speaking skills among Grade 5 Mathematics pupils of selected central schools in Zamboanga City.

8. Implications

Children start to speak their L1 long before they begin to write it because they need to learn written symbols and technical skills before starting to write. Writing a language is, after all, an artificial act that cannot be achieved without training and guidance. Therefore, it is natural for children to speak better than they write for a certain period of time.

Moreover, in a speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

Writing is a process through which writers explore thoughts and ideas, and make them visible and concrete. It is a difficult skill for native and non-native speakers alike, for writers should balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics. Writing is especially difficult for non-native speakers because they are expected to create written products that demonstrate mastery of all the aforementioned issues in a new language (Abu-Rass, 2011).

Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (2001) suggests some reasons why students use mother- tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

9. Recommendations

Based on the findings and conclusions, the researcher hereby recommends that:

The pupils can improve more of their English proficiency level by engaging more on activities and lessons that is involved on speaking and writing.

Teachers can improve their pupils' speaking and writing skills through conducting lessons that would help the pupils to enhance their English proficiency. Writing essays and practicing in speaking the English language can help the learners on improving their proficiency level.

The negative effect of language anxiety on the skill of oral communication in another language and on oral testing can be countered by the use of selected humanistic techniques which take account of the whole-person and attempt to create a positive, affective atmosphere

in which to learn a language. The objective of ridding language learning of unnecessary anxiety is to create more effective language learning and to instil in students an increased interest and motivation to learn another language.

Language instructors must create a language learning environment which does not lead to unnecessarily high levels of anxiety and resulting unpleasant emotions and stress.

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EFL Teachers' Perception on the Use of Online Learning for Debriefing Pre-Condition of Teacher – Certification in Papua

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Abstract

Due to the rapid advancement of technology, EFL teachers are expected to integrate technology into each of their instructional activity to engage students who are considered as digital-societies. Thus, online learning applications are widely used by EFL teachers in teaching and learning. The online learning applications are also used as a supplementary device to endorse independent learning. This study focuses on EFL teachers' perceptions on the use of online learning applications in provisioning pre-condition of comprehending Teacher Certification Materials (TCM). The research involved 65 participants consist of junior and senior high school EFL teachers in Papua and West Papua. The data were collected through questionnaires and interviews and were analyzed using mixed methods. The results of the study indicated that the majority of participants considered that the use of online learning applications in provisioning pre-condition to comprehend TCM was effective and efficient in terms of time. There were only 6 participants of 65 could not upload their task and reports on time. Although slow-speed or no internet was considered to be one of the barriers in expanding online learning applications, most of the participants agreed that the E-learning tenders could help them in understanding and be practicing pedagogical materials and professional materials.

Keywords: online learning device, EFL teachers, perceptions, pre-conditions, debriefing

Introduction

In the era of information and communication, technology (ICT) is genuinely enhancing and persuading the educational practices of teachers and students, shifting the learning process from teachers centered to students centered. Whereas, the world of education and instruction is now widely implemented by utilizing sophisticated technology as a source and media of learning. Learning resources are used not only as conventional as textbooks that accumulate in the library but have turned to multimedia-based learning resources such as the internet that has been widely used and developed in education and distance learning. Through the internet, learners and the public can get the required information wherever and whenever they want. As an almost unlimited source of information, the Internet network serves as a source of distance education and online learning.

Associated with teacher certification in 2017, teacher certification implementation through the PLPG (Education and Training of Teacher Profession) has undergone changes both in the implementation process and in the changing curriculum structure. The process of implementing the PLPG is carried out in two stages. The first stage is on service training covering the material of PLPG by utilizing ICT in online form for three months and in service training stage (face-to-face) covering: report of briefing, material deepening, workshop, peer teaching, and final examination of PLPG.

This provisioning stage of the PLPG materials is the development of the preconditions in 2016 in which the participants are required to study each of their field before starting face to face PLPG. In this stage of the provisioning, it is implemented in a more structured and accompanied by clear billings. The debriefing of the material is intended for participants before coming to LPTK (Institution of Education and Educational Personnel) to follow the face-to-face training program so that they have adequate knowledge, especially the mastery of pedagogic competence and professional competence. The form of debriefing materials for certification participants who have officially entered the quota, they are given the task to learn in form of online and independently towards two sources of learning i.e. pedagogic learning resources and field of study before following face-to-face PLPG

The implementation of the debriefing of the PLPG material as set forth in (Book 3 Teacher Certification 2017) is carried out with the following guidelines: (1) participants learn online and independently of two learning sources, i.e., pedagogic and subject areas according

to the subject or area of teacher expertise, respectively; (2) the learning resources needed for material debriefing can be downloaded through the page: www.sertifikasiguru.id; (3) the duration of material briefing two months before following the face-to-face PLPG; (4) each participant received mentoring of an instructor as mentor from LPTK organizer; (5) the mentoring instructor provides a briefing of the PLPG material determined by the LPTK organizer with a ratio of 1 (one) mentor accompanying 1 (one) group of participants. Each group of participants consists of 10 people. Each mentor accompanies a maximum of 2 (two) groups of participants; (6) during the period of debriefing of the materials of the PLPG, each participant must make progress report to the mentor instructor 4 (four) times with the prescribed report format; (7) delivery of progress reports is made online through the Teacher Certification Application (TCA); (8) the instructor provides input and conducts a (formative) assessment of each progress report from the participant; and (9) the participant is obliged to make a report on the result of material briefing as final report in the format specified and submitted at the time of registration at the PLPG location.

Presentation of pre-condition report aims to determine the level of mastery of pedagogical competence and professional competence of participants as a result of independent learning of pedagogic learning resources and field of study. In addition, the presentation of pre-condition report can also be a participant in accountability of the implementation of the pre-condition, including reports prepared. Presentation of pre-condition reports is carried out in groups of 10 participants (under certain conditions the number of groups can be adjusted) facilitated by a qualified PLPG instructor and has a main number as an assessor or instructor.

Due to the change and innovation of the PLPG training model for EFL teachers that in the previous years were only conducted in-class face-to-face training for about two weeks with 90 hours, but in the last two years in 2016 and 2017, EFL teachers had to follow the debriefing of the deepening of training materials of PLPG online and independently for about two months. The training model of pre-conditions by providing the debriefing materials through the internet - online and learning individually is considered new for PLPG participant candidates. Therefore, the researcher is interested to know the opinions and perceptions of the teachers, especially the EFL teachers who directly experience of the debriefing to the deepness of the two types of PLPG materials, namely pedagogic and field of study.

Thus, the objectives of the current study were to: a) explore the EFL teachers' perception of online learning in debriefing pre-condition of comprehending TCM, b) the benefits of debriefing pre-condition of comprehending TCM by using online learning independently for

EFL teachers, and c) the obstacles faced by EFL teachers when they try to apply online learning application in debriefing pre-condition of TCM. While the significance of this study is to determine the perceptions of EFL teachers' about the use of online learning application in debriefing pre-condition of comprehending Teacher Certification Materials.

Literary Review

Internet Technology as Multi-Functional Media

The history of Information Technology (IT) and the Internet can not be separated from the field of education. The existence of the Internet open sources of information that had been difficult to access (Unesco, 2007; Rizai & Pakbaz, 2013 Meyers, 2017). Access to information sources is not a problem anymore. Library is one of the most expensive source of information. However, with the existence of the Internet it allows a person in Indonesia to access libraries at colleges at home and abroad in form digital library (Unesco, 2007). There are many stories about Internet help in making papers, research and final assignment (Negash, et al., 2008; Sakir, 2018). Exchanging information or frequently asked questions with teachers, lecturers, experts can be done through the Internet. Without the Internet many end tasks, theses, papers and theses may take more time to complete (Hariono, 2005; Satiasih, 2018; Yang & Chen; 2007; Anas, 2018).

Internet is one of the sophisticated technology can enhanced language learning deals with the impact of technology on teaching and learning foreign languages (Mills, 2006; Soliman, 2014; Tamarana, 2016). It provides a lot more flexibility and caters to more learning styles of the language learners, can be used alongside textbooks for a much more in depth learning experience, turns the classroom into a student centered environment, improves students' motivation, and develops better students' attitudes toward language learning (Aisha & Goodith, 2013; Rezai & Pakbaz, 2013; Yang & Chen, 2007). The internet technology project enabled the students to experience new technologies, feel the pleasure of learning and increase their learning opportunities (Whytes, 2015; MacCullum, et al., 2014). The internet technology project improved student knowledge of computers and other fields, developed their English abilities, expanded their interests, and broadened learning range and possibilities (Perwitasari, 2017; Soong, 2012). Most learners were positive about the potential of the Internet and believe that it can promote and enhance language learning by blending synchronous and asynchronous communication tools, given appropriate design and proper functioning (Yang & Chen, 2007).

Galamani and Ahangari investigate the impact of using the computer and the Internet on improving EFL learners' listening comprehension skill and motivation. The findings of the

study indicated that the use of computer had a significant role on the improvement of EFL learners' listening comprehension. It was statistically proved that the blended online instruction has significant impact on Iranian EFL learners' vocabulary knowledge (Galamani and Ahangari, 2013). The other study indicates that the EFL learners have a positive attitude towards learning via video games, which will help them utilize these games as a motivating agent in language learning schedule (MacCullum, et al., 2014; Aisha & Goodith, 2013). The results of the research showed that most of students like online social networks which can be used to facilitate English language learning (Rezai and Pakbaz, 2013). The study on the computer was an effective tool for improving Iranian EFL high school students' writing achievement (Jafarian, Soori, & Kafifour, 2012).

The Significance and Role of Using Internet

Utilization of internet technology in the world of education can facilitate collaboration and cooperation between teachers, lecturers, experts and also with students who are located physically far apart can be done more easily now (Mills, 2006; Hariono, 2015; Satiasih, 2018). In the past, one had to travel or walk long distances to meet a lecturer to discuss a problem. Currently this can be done from home by using email or chat (Jafarian & Kafipour, 2012; Meyers, 2017). Papers and research can be done by exchanging data through the Internet, via email, or by using the file sharing mechanism. Students anywhere in Indonesia can access the best experts or lecturers in Indonesia and even in the world geographical limitation is not a problem anymore (Sakir, 2018; Anas, 2018; Whytes, 2015).

Internet technology is present as a multifunctional media. Communication over the internet can be done interpersonally (e.g., e-mail and chat) or massively, known as one to many communication, e.g. mailing list (Hariono, 2005; Rezai & Pakbaz, 2013; Unesco, 2007). The Internet is also able to present in real time audio visual as in the conventional method with the application of teleconference. Based on this, the internet as an educational medium able to confront the typical characteristics, namely: (a) as interpersonal medium and mass; (b) are interactive; and (c) allows synchronous and asynchronous communication (MacCullum, 2014; Aisha & Goodith, 2013; Soliman, 2014).

The role of the internet media (of course the personal computer that becomes the main device) is increasing rapidly over time (Ghalami & Ahagari, 2012; Negash, et al., 2008). So it is estimated that this genius machine will become an unforgettable dominant necessity in human life in the future. In today's digital world, the internet for humans, sliding and thriving into a need (Soong, 2012; MacCallum, et al., 2014). The Internet is easy for students to get all

the information related to education (lessons). But on the internet there is also a giant burrow, like a jaw that will chew students with pornographic sites, violence, and other negative things. So to avoid it (at least to minimize it), efforts to maximize the benefits of the internet as an educational medium should be further improved. To improve the quality of education and student learning outcomes then the internet media should be widely used in the process of chasing so that students can learn actively and become a learning center.

At educational institutions in Indonesia, there are actually several schools located in the city center that since the enactment of a competency-based curriculum in 2004, some primary and secondary schools insert ICT as local content subjects (MoNE, 2006). While for senior high school to college at this time, ICT become compulsory subject and so seriously maximize the procurement of internet facility in school and campus respectively to improve the quality of education. From some schools and universities, there are already open websites to make it easy for society to access information about school curriculum and university lecture systems (Hariono, 2005; MoEC, 2017).

The various types of technology used in education, they can offer students access to a wider range of digital learning tools and curricula, as well as provide more effective ways for schools to manage their digital programs (Perwitasari, 2017; Tamaran, 2016; Meyers, 2017). Ultimately, these systems help students take ownership of their own learning, inside the classroom and out. No matter what their device or internet speed, students can readily engage with their lessons, review their progress in real-time and draw upon a wide variety of supportive materials to help keep them on track (Roberts, 2005; Negash, et al., 2008; Yang & Chen, 2007).

E-Learning and Learning Distance

Let's look again at what E-learning really is. E-Learning is actually for the needs of distance learning that utilizes computer technology, computer networks and/or the Internet. E-learning enables learners to learn through computers in their own places without having to physically go to class/lectures. E-learning is also often understood as a form of web-based learning that can be accessed from the intranet on the local network or the internet (Hariono, 2005; Unesco, 2007). Actually E-learning material does not have to be distributed online either through local network or internet, off-line distribution using CD / DVD media also includes the pattern of E-learning. In this case, the applications and learning materials developed as needed and distributed through CD/DVD media (Hariono, 2005; Negash, 2008; Soong, 2012).

E-learning or learning through online is a learning that the implementation is supported by technology services such as telephone, audio, videotape, satellite transmission or computer

(Soliman, 2008; Aisha & Goodith, 2013; Unesco, 2007). Such as courses or education with distance learning media (distance learning) and cyber classroom. E-learning is closely associated with ICT, and the former will achieve nothing without the support of the latter (Hariono, 2005; Perwitasari, 2017; Tamerana, 2016). Therefore, when we talk about e-learning, ICT will automatically come into our mind. ICT can support learning in a number of ways. “It can facilitate communication, increase access to information, provide greater access to learning for students with special educational needs, model and stimulate a range of scientific phenomena, and generally motivate students, develop problem solving capabilities (Soong, 2012; MacCallum, et al., 2014; Whytes, 20015).

In many cases, both teachers and students find technology-enhanced education more stimulating than conventional education. Teachers observe that technology enhances their work, re-kindling their interest in engaging their students. Teachers also observe that ICT enhances the learning process for students, increases student-interest in lessons, and encourages self-directed learning. Students may acquire greater satisfaction from experiential learning, and enjoy their technology-enhanced projects more (Unesco, 2007). One of the ultimate goals of ICT multimedia in EFL teaching is to promote students’ motivation and learning interest, which can be a practical way to get them involved in the language learning (Thamarana, 2016). In the transforming approach to ICT development, teachers and other school staff regard ICT as so natural and part of the everyday life of schools that they begin to look at the process of teaching and learning in new ways. The emphasis changes from teacher-centered to learning-centered. Teachers, together with their students, expect a continuously changing teaching methodology designed to meet individual learning objectives (UNESCO, 2002).

Methodology

Research Design

The study employs a mixed method approach to put quantitative and qualitative data together. The prototype of the research involves the collection and analysis of quantitative and qualitative data to provide better understanding in answering research questions investigated in the study (Malik & Hamied, 2016). It is consistent with Creswell (2007) who states that mixed methods utilizes the strength of both qualitative and quantitative research. The study adopted the concurrent triangulation design which allowed the researcher to collect both quantitative and qualitative data.

Data Collection

The study was conducted in October 16 to December 3rd, 2017. It involved 65 EFL teachers from two provinces, West Papua and Papua. The EFL teachers are from junior high schools and senior high schools include vocational high schools. Questionnaire and interview were used to collect the data in the research. The questionnaire consists of 12 closed-ended questions using a four-Likert scale. The questionnaire was administered to figure out EFL teachers' perception towards the use of online briefing of comprehending TCM. Meanwhile, interview was conducted to 10 EFL teachers. The interview which consists of the benefits and obstructions aimed to gain in-depth explanation and description on the activity of online briefing TCM.

Data Analysis

The data from students' closed-ended questionnaire was statistically computed to find out the percentage of each statement and then was interpreted descriptively. The interview data were all transcribed and analyzed for repeating key features which were related to the applying of online briefing of TCM. The data from the questionnaire and interview were used to provide description of EFL teachers' perception on the use of online debriefing of TCM and the benefits felt by the EFL teachers after conducting the online briefing of TCM.

Findings

This section presents and discusses findings related to research questions about the EFL teachers' perception of an online TCM debriefing consisting of two materials, pedagogic and field of study. The discussion is shown through the interpretation of the results shown in the table outlined in the findings of the interview. The results were obtained from 65 EFL teachers from two provinces, Papua and West Papua. The questionnaire data were taken in two stages, namely the first and second phases of the certification training. The first phase of certification training was on October 16-28 and the second stage on 23 November until December 03, 2017. The participants are EFL teachers of Junior High Schools and Senior High Schools included Vocational High Schools enrolled in the teacher certification quota of 2017. EFL teachers have followed debriefing two months of PLPG materials before they attended face-to-face teacher certification training. EFL teachers who participated in the face-to-face training that was also used as the respondents of this study only once followed the online debriefing of two PLPG materials, pedagogic and field of study materials.

The participants of the study were two classes of 65 EFL teachers and the questionnaires were sent out to all of them, but 58 returned the completed questionnaires. A questionnaire using a Likert scale ranging from 4 (Disagree, Neutral, Agree, Strongly Agree) to 1 (Strongly Agree) was administered to the EFL teachers to assess their responses. In this section, results from the questionnaires will be presented first. Then, all the data will be discussed respectively in terms. For the purposes of this article, data are reported in numbers and percentages of respondents responses. The findings of the study include 4 tables. The following is a summary of the findings as the answer of the research questions.

Table 1 EFL teachers' Perceptions on the Briefing Online TCM

N	Statements	Strongly Agree	Agree	Neutral	Disagree
1	I think the debriefing online Teacher Certification Materials (TCM) consists (pedagogic and field of study and assignments posted by PSG's Website (Teacher Certification Program)	53, 4%	4 3, 4 %	3, 4 %	

	help me to improve my learning and to understand the contents/top ics of the lesson better. (n = 58)				
2	I think				
.	debriefing	43	5	-	-
	online of	%	7		
	TCM is		%		
	appropriate to use especially in submitting assignments /reports. (n = 58)				
3	I think				
.	online	67	3	-	-
	activities	%	3		
	and		%		
	discussions in debriefing of TCM can motivate				

me to learn
more about
the lesson.
(n = 58)

Table 1 indicates that most respondents of EFL teachers (Strongly Agree = 53,4%, Agree = 43.4%) in the research established that materials provided in PSG's website help them in improving their understanding of the lessons. The EFL teachers (SA = 43%, Agree = 57%) also thought that is easy to use especially in submitting their assignments and reports. Although there are EFL teachers who are neutral on statement one, but no one disagree, it means that it can be predicted those participants teach at the remote area and no access of internet. Statement 3 of the questionnaire which stated whether or not precondition of debriefing online can motivate them to learn about the TCM, the highest percentage can be seen by the EFL teachers who chose strongly agree (67%) and agree (33%), but no one of the participants choose neutral and disagree options. It can be concluded that the high gap between strongly agree, agree, and neutral or disagree can indicate that EFL teachers give positive response to precondition by debriefing online towards two TCM materials, pedagogic and professional regarding the materials relevancy, convenience, and stimulus in motivating them to learn more about related lesson.

Table 2. EFL teachers' Perceptions on the Briefing Online TCM

N	Statem	Stro	A	Nat	Disa
o	ents	ngly	gr	ural	gree
.		Agr	ee		
		ee			
4	I think				
.	the	22%	78	-	-
	activity		%		
	of				
	debriefi				
	ng				
	online				

	of TCM keeps effort and time. (58 = 58)				
5	I think				
.	the	34%	66	-	-
	activity		%		
	of				
	debriefi				
	ng				
	online				
	of				
	TCM				
	helps				
	me				
	practici				
	ng my				
	EFL				
	teachin				
	g				
	method				
	s and				
	EFL				
	teachin				
	g skills.				
	(n =				
	58)				

6	I think				
.	the	40%	60	-	-
	activity		%		
	of				
	debriefi				
	ng				
	online				
	TCM				
	helps				
	me				
	acquiri				
	ng new				
	knowle				
	dge				
	and				
	experie				
	nces. (n				
	= 58)				

Table 2 shows EFL teachers' response on time effectiveness and encouragement in practicing EFL teaching methods, EFL teaching skills and acquiring new knowledge and experiences. The table showed that 100% respondents agree and strongly agree with the statement that the precondition through debriefing online of TCM saves effort and time in learning. All of the EFL teachers strongly agree (34%) and agree (66%) that the precondition with online briefing of TCM can help them in practicing their EFL teaching methods and EFL teaching skills. Moreover, all respondents stated (strongly agree = 40%, agree = 60%) that the precondition with online briefing of TCM can help them in acquiring new knowledge and experiences (to make summary and reports of learning result and uploading the assignments). The table also shows there were very high gaps between agree and no one of respondents stated neutral or disagree in question 4, 5 and question 6. Those gaps indicated that EFL teachers' positive attitude towards the activity of precondition by online debriefing of TCM.

Table 3. EFL teachers' Perceptions on the Briefing Online TCM

N	Statements	Strongly Agree	Agree	Neutral	Disagree
7	I think the activity of debriefing online of TCM makes my reading and writing experience more increased (n = 58)	41%	50%	9%	-
8	I think the activity of debriefing online of TCM increases the effective	24%	59%	17%	-

	ness of learning (n = 58)				
9	I think				
.	the	26	52	13	-
	activity	%	%	%	
	of				
	debriefin				
	g online				
	facilitates				
	interactio				
	n and				
	communi				
	cation				
	between				
	mentor				
	and				
	mentee.				
	(n = 58)				

Table 3 shows that not many respondents choose (neutral = 9%), it means that they cannot decide whether or not the debriefing online engage them in interesting reading and writing experience. However, most of the respondents (strongly agree = 41%, agree = 50%) decided that reading and writing online materials through the briefing TCM can be a quite interesting experience for them. Because of the students believed that the activity of precondition by debriefing online of TCM saves time and efforts and effective, the data shows that EFL teachers thought debriefing online of TCM can increase the effectiveness of learning. Most of the respondents (78%) stated agree to strongly agree that debriefing online can facilitate interaction and communication between mentor and mentee or between instructor and EFL teachers. The table also shows that although many EFL teachers chose neutral in question 7, 8, and 9 however the percentage of agree to strongly agree was in higher in all or in the three questions/ statements.

Table 4. EFL teachers' Perceptions on the Briefing Online TCM

N	Statements	Strongly Agree	Agree	Natural	Disagree
10	I prefer reading TCM in paper form instead of reading them through a computer (soft form)	24%	76%	-	-
11	I think it is difficult to do of debriefing online	38%	72%	-	-

	of TCM as mobile learnin g applica tion.					
1	I think					
2	it is	34%	36	-	-	
.	difficul t to do the debrief ing online of TCM becaus e of the slow- speed of interne t on my mobile		%			

Table 4 shows that all of the respondents decided whether or not they prefer reading the materials in paper instead or reading the materials online. The data from the previous question showed that most students felt that briefing online of TCM has made their reading experience more interesting, so the result of question 10 showed that all EFL teachers on the position

(strongly agree = 24% and agree = 76%) it means that all respondents declare that they prefer reading the materials or text in the copying paper form. Statements 11 also indicated that all respondents thought the briefing online of TCM as difficult mobile learning applications. It is shown by the high percentage of respondents that internet connection can be quite a main problem in using the debriefing online of TCM.

The EFL teachers as respondents of this research mentioned that the slow-speed internet is a problem usually encountered in doing the tasks (in uploading the reports to their each mentor). Besides, few respondents also mentioned that instead of using their mobile data, they thought that it was better for them to find out places with high-speed internet connection to do their tasks. Some of them had to go to town (districts) to access a high - speed internet to send or upload their soft task reports to their mentor. Even, a few of respondents went to Japura at the center of Teacher Certification Program (PSG) get a high speed internet to complete their uploading assignment projects.

Furthermore, based on the interview, due to the practicality, some EFL teachers think that online learning should be promoted in the classroom. They think that online learning is quite simple and practical. They mentioned that online learning can be easier because they do not need to hand-write their assignment. Precondition of online debriefing of TCM also bring new learning atmosphere and they do not get bored by doing the tasks given through the platforms. On the other hand, some other respondents emphasize that both online and conventional learning are important. They think that in some cases, direct explanation by teacher/instructor can be beneficial in helping them to understand the lesson. The instructor/mentor can repeat some parts which could not be understood by the EFL teachers and they can ask their instructor to re-explain the lesson. The EFL teachers also stated that conventional learning allow them to interact directly with their instructors. They can possibly ask many things they do not understand and their instructor/mentor will directly answer those questions. The EFL teachers also stated that it is important for them to get response or feedback from instructors. However, EFL teachers believe that instructors should implement both conventional and online learning during teaching and learning process and because the use of online learning platforms gave many benefits, EFL teachers argued that it is better for mentors to apply online debriefing of TCM as supplementary learning application.

Discussion

EFL Teachers' Perceptions on the Use of Online Debriefing

The data showed that EFL teachers gave various responses toward the precondition of online debriefing of TCM. However, most of the respondents of the study perceived the practice of online debriefing of TCM in positive way. The EFL teachers participated in the study agree that by practicing online debriefing TCM, they can learn particular lesson outside the classroom (MoEC, 2017). The EFL teachers mentioned that online debriefing precondition allow them to do the assignments given by their instructor at home or anywhere, anytime. The online learning platforms allow the EFL teachers to do the assignment during their spare time, anywhere, as long as they have sufficient internet connection. They also mentioned that the online materials provided by their instructor through online debriefing are easily accessible (Hariono, 2015; MacCullum, et al., 2014). The online learning platforms precondition of TCM allow instructors to create and share materials to support EFL teachers' learning as well as to provide learning tasks to help them in practicing the language. The accessible precondition of online debriefing encourage EFL teachers to learn in any location and at any time via computer, tablets, or smartphones (Unesco, 2007; Jalal, 2009).

EFL teachers perceive the application of debriefing of online learning towards two teacher certification materials, pedagogic and field of study that had to be done individually and had enriched respondents' experiences to browse and to find out different kinds of references and instructional sources (Suhirman, Atmowardoyo, & Husain, 2016; Suhirman, 2018; Soliman; 2014). Although some of the EFL teachers (respondents) still prefer reading the hard text of the paper, they think that debriefing through online learning should be promoted since it is paperless (soft text copy material) and it is very good for environment (Yulini & Suhirman, 2018; Satiasih, 2018; Tamarana, 2016). Related to the problems on applying the debriefing through online learning platforms in comprehending PLPG materials (pedagogic and field of study), the participants involved in the study mentioned that the internet connection is the main problem appeared during the application of debriefing through online learning. The findings of this research are supported by the result of the study conducted by Kongchan (2012) ; Soong (2012); Thamarana, (2016); and Meyers (2017) which state that the existence and sufficient of speed - internet connection facilitate and accelerate distance learning, E-learning, and online learning.

The Benefits of Using Online Learning for Debriefing

The data presented showed that materials provided by teachers in debriefing online of TCM can help respondents to improve their understanding towards the lessons. The respondents also mentioned that the exercises in the online learning platforms help them to practice their EFL teaching methods and EFL teaching Skills (Rinantanti & Suhirman, 2018; Soliman, 2014). The EFL teachers also stated their agreement that the briefing of precondition through online learning helps them to acquire new knowledge and experiences especially in summarizing the materials and reporting all their projects in accordance with the PLPG materials and how to upload the result of online learning reports (MoEC, 2017).

Besides, since the online briefing preconditions expose them to various plentiful reading references, the respondents can obtain new knowledge and experience by downloading supporting references instead of two compulsory references that should be learned by the respondents (Whytes, 2015; Golshan & Tapazoli, 2014; Kongchan, 2012). The findings is supported by Meyers (2017) who states that enhancing EFL teachers' knowledge input is one of the benefits that should be brought when teacher utilize multi media technology in the learning settings. The application of online briefing precondition for distance learning also stimulates students' interest and engages them in new learning experience. They said that instead of reading hard text (in the paper), they read the soft text repeatedly through the screen and it makes reading becomes more interesting and enjoying.

The debriefing precondition of PLPG materials also gives prospects to their online learning routine and it motivates them to interact and share information among peers. In addition, by applying online briefing precondition of PLPG materials mentors and EFL teachers can engage in interpersonal communication. The features of 'message' and 'announcement' facilitate instructors/mentors to interact with their participants/mentees. The role of online debriefing precondition of PLPG in facilitating interaction between instructors and participants mentioned that when the participants joined groups and comment on posts, they realize that debriefing through online learning has facilitated them to communicate with their peers and mentor (MoEC, 2017).

As previously mentioned, EFL teachers as respondents of this study utilize the precondition and online debriefing of TCM to give respondents assignments and writing reports. It means that respondents utilize internet - online to upload four report assignments that must be submitted to the mentors. The online debriefing precondition of PLPG can be as an alternative effective tool in solving some problems faced by respondents. Moreover, EFL teachers as respondents found that submitting their assignments and reports in online debriefing

is quite easy and very helpful. On the other side, the main obstacle faced by the EFL teachers when conducting online debriefing was that the internet network was so weak that the teachers could not download the debriefing material, including inhibiting uploading or sending tasks and reports.

Conclusions

The findings of the study indicate that students show positive response towards the use of online learning for PLPG debriefing materials. The EFL teachers participated in the study perceive online learning activities as a user-friendly learning tool which encourage them to interact with their colleagues outside the classroom. The briefing online learning facilitates them with the structures agreeing them to work independently however share their thoughts through group discussion. Besides, respondents think that using online learning in learning debriefing materials is effective since it saves time and effort. Some benefits of using debriefing online learning mentioned by the respondents namely they think that the materials provided in online debriefing can improve their understanding of the lesson tasked by the mentors. They also argue that the use of online debriefing learning materials can help them in practicing their language skills, especially reading and writing skills. The respondents admitted that the main obstacle was the internet network was weak and not good because most of them lived in rural areas. The pedagogical implications of this study are expected to provide new nuances for teachers and teacher candidates who will take part in training on the teacher's profession. Online learning through the internet in this modern era is a necessity, therefore teachers and prospective teachers must continue to practice using the internet effectively and can use it as a learning medium in the classroom.

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Multiple Intelligences as an Approach in Teaching Literatures of the World

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Abstract

This research aimed at using the Multiple Intelligences (MI) theory by Dr. Howard Gardner in the teaching of Literatures of the World to the second year students of the College of Education from Cagayan State University (CSU), Piat Campus, in order to explore its effects on the performance of students in their lessons in poetry, prose and drama against the use of traditional teaching utilizing the experimental post-test post- test design. Despite the fact that there is no significant relationship between the performance of the students in the experimental group and their multiple intelligences, it can be concluded that the use of Gardner's Theory of Multiple Intelligences as an approach can generate a significantly higher level of performance among students compared to their performance using the Traditional Approach. Results imply that Gardner's Theory of Multiple Intelligences be used in the teaching of Literatures of the World as well as in the teaching of other literature subjects or other subject areas.

Keywords: approach, Literatures of the World, multiple intelligences teaching, multiple intelligences theory, traditional teaching,

Introduction

Learning is fun for pre-school and elementary children especially during their first days or first few weeks in school. This is probably because of the enigma of the "first experience" and the innate characteristics of children which include curiosity, interest, submissiveness, excitement, etc. Further, the kindergarten and elementary classrooms provide learners opportunities to sing, dance, recite a poem, tell or listen to a story, draw shapes, color objects, visit the Science corner or other interesting places in the school compound, and do many other

activities that generally children like and enjoy doing. As a result, their eagerness, attention and interest for schoolwork are caught and sustained.

But when the learner goes into the higher level, the scenario becomes different. In the case of secondary and college students, Felder in Peakock (2004:4) said that students get bored easily. As a result, they even quit the course. This is aggravated by the traditional lecture method of teaching, which should be used when necessary, in college or even in the Basic Education Curriculum (BEC) and the idea that intelligence is only a mental process enabling individuals to only recall, comprehend and reason. If a student cannot perform such mental processes, he or she is branded as one who is not intelligent because for decades now, the society including educators, generally believe that the word “intelligent” according to Naoe (2010) is limited to those who possess linguistic and numerical superiority

Accordingly, the lack of interest and the learning ineffectiveness among learners are accordingly due to their learning experience being separate from their real lives (Bruner as cited by Bas, 2010). Bruner’s theory of learning, which this researcher believes to be related with the theory of multiple intelligences, is essentially “constructivist”, a model of learning where the child is seen as an “active agent” in his or her own learning, retaining, selecting and transforming information to construct knowledge which is shaped by his or her unique way of seeing and interpreting the world. As Gregorio (1976:173) explains in his book, the key to directing and guiding learning is the understanding of the learners’ needs, motives and interests. The understanding and proper use of these interests belong to the learners and the researcher believes that the teacher only stimulates and energizes these interests in order turn the classroom into a learner centered one and in the end create effective and productive learning.

In the study conducted by Peacock (2001) as regards teaching and learning styles, he found out that most teachers are auditory and that most learners have major dislike on the traditional teacher-centered way of teaching. And even if the students cannot cope, teachers still practice lecture or traditional method probably because they believe this is the best approach or the easiest approach. Possibly, the teachers have only been exposed in the lecture or other traditional methods when they were still learners. Oxford in Reid (1987) supports this and said that most teachers teach in the way they were taught or the way they learned.

Education aims to promote growth and development among learners and teachers play very important roles in this objective. They cannot learn for the students but they can facilitate learning through effective teaching. And one way that the researcher believes she can help her students to learn better or even learn best, along with other researchers (Pamittan and Temporal, 2018; Shayeghi and Hosseinioun, 2015; Ahour and Abdi, 2015), is by considering the way her

students' interests through the use of the Theory of Multiple Intelligences (MI) developed by Dr. Howard Gardner in her Literatures of the World classes where most of the time she finds students to encounter difficulty in mostly listening to lecture or simply reading printed materials. Such observations made the researcher a believer of Gardner's theory and became convinced to concretize and to quantify such belief and observations into a formal research, thus this study entitled *Multiple Intelligences as an Approach in the Teaching of Literatures of the World*. In applying MI Theory in teaching Literature classes, teachers may not always be and should not always be explaining or paraphrasing lines, stanzas or paragraphs. Also, they should not be requiring their students to do the same things.

Review of Literature

Since the Theory of Multiple Intelligences was introduced by Howard Gardner (1993, 1999 and 2011), respecting individualism among learners and respecting their respective talents as a form of intelligence became more popular. Explanations of the Theory have been offered and investigations on its effectiveness have been conducted by many including the researcher who was inspired by her lessons and readings in her graduate studies especially from one of her mentors Sr. Marie Marcelle Navarro (2004) who conducted a study looking into multiple intelligences of the faculty of Saint Paul University Philippines. .

Intelligence is generally equated with the Intelligence Quotient (IQ) which determines people's ability to learn, to achieve academically and therefore to take on leading roles in society" (Muijs & Reynolds, 2011 as cited by Dolati and Tahriri, 2017). However, Gardner (1993 and 2011) explains that first, 'intelligence' is a property of all human beings who have 8 to 9 types; it is a dimension on which human beings differ because no two individuals are alike, not even twins; and it is a way one carries out a task according to his goals where again may generate different results from two persons identified as musical - one may not be able to correctly and clearly interpret the message of a song like the other would because his or her goal may simply be just to sing the song.

More specifically, the Theory recognizes some differences among individuals in terms of the following intelligences: *linguistic or verbal*, one who can use words in spoken and written form; *mathematical or logical*, one who can effectively use numbers and can reason well; *visual or spatial*, one who can perceive the visual world; *bodily or kinesthetic*, one who is expert to use the whole body to express ideas and feelings; *musical*, one who can perceive, discriminate, transform and express musical forms; *interpersonal*, one who can perceive and

make distinctions in the moods, intentions, feelings and motivations and feelings of other people, one who has self knowledge and ability to act adaptively on the basis of that knowledge, *naturalistic*, one who has expertise in the recognition of the numerous flora and fauna and sensitivity to natural phenomena (Gardner, 1993 and 1999; Armstrong, 1994 and 2009).

Related studies conducted surveyed the MIs of their respondents (Yong, 2001; Songcuan, 2003; Danao, 2002; Navarro, 2004; Decena, 2005; Shayeghi and Hosseinioun, 2015; Mahdavy, 2008 Ahour, 2015) and related them to certain variables or used them to develop or propose instructional materials. Navarro revealed that their faculty members are generally intrapersonal while their students in Danao's study are bodily kinesthetic. This study found its respondents to be intrapersonal like Navarro's.

Findings, when grouped according to their specialization (Bartolome in Decena, 2005; Manuel and Domingo, 2007) discovered significant relationship. Although this study resulted in accepting its null hypothesis on the relationship of the respondents' MIs to their performances, the researcher still recommends the use of the MI theory as an approach in teaching because the performances of the respondents who received MI instruction were significantly higher than those who were taught using the traditional method like in the case of, Acosta as cited in Danao (2002) where their MIs are related to their academic performance and career choice, Decena (2005) where their MIs are related to their curriculum level and their IQ and EQ levels, Bartolome as cited by Decena found that their respondents' who are either belonging to above or below the poverty line have the same MIs, Mahdavy (2008) where their linguistic intelligence makes a statistically significant contribution to listening proficiency.

The researcher, along with others whose studies she reviewed, believes that the teachers' role is truly crucial in the improved performance of the learners. Danao proposed and developed an MI based reading tasks for her students considering their MI profile while Decena recommended an action plan indicating the objectives of each of the multiple intelligences, time frame of implementation, teaching and learning resources and the target clientele. Pamittan and Temporal (2018) discovered that the dominant learning styles of their students were not in consonance with their teachers' teaching styles thus advised language teachers to teach using kinesthetic, group, independent and teacher-modelling styles to help improve the performance of their students in their vocabulary lessons. This study, unlike other reviewed studies investigated the learners MIs in relation to mostly their vocabulary skills (Yamauchi, 2014; Ahour, 2015) or grammar (Shayeghi and Hosseinioun, 2015) or language skills (Danao, 2002) thus there is a gap in exploring the effectiveness of using MI Theory in the teaching of Literatures of the World.

Research Methodology

The study utilized the true-experimental post-test post- test design using the control and experimental groups. The Multiple Intelligences Theory by Gardner was used as an approach in teaching for the experimental group while the Traditional Approach, which was generally lecture based, was used for the control group. The researcher was also the teacher in both the experimental and the control groups.

The respondents of the study are the two heterogeneous sections of the Bachelor of Elementary Education BEED students in the College of Education, Cagayan State University, Piat Campus who are enrolled in Literatures of the World during the second semester of 2004-2005.

There were eight lessons used in the study – three for poetry and fiction and two for drama. These three genres in literature are the minimum requirements by the Commission on Higher Education (CHED) for the students to learn in the said subject. The choice for the specific lessons was based on the CHED Memorandum No. 54 Series of 1995 for the subject Literatures of the World where specific countries and authors were further suggested.

The lessons, one for the experimental and one for the control, were anchored on the following selections: *Trees* by Joyce Kilmer of America for Lesson 1 in Poetry, *The Prophet* by Jubran Khalil Jubran of Iran for Lesson 2 in Poetry, *Telephone Conversation* by Wole Soyinka of Africa for Lesson 3 in Poetry, *The Doll's House* by Katherine Mansfield of Australia for Lesson 1 in Fiction, *The Necklace* by Guy de Maupassant of France for Lesson 2 in Fiction, *Ang Istorya ng Taxi Driver* by Catherine Lim of Singapore for Lesson 3 in Fiction, *Acts I-IV of Romeo and Juliet* by William Shakespeare of England for Lesson 1 in Drama and *A Marriage Proposal* by Anton Chekhov of Russia for Lesson 2 in Drama. These lessons were prepared and submitted for correction in form and content to the researcher's adviser who is an English Major and an Education Specialist of CHED Region 02 as well as to several other English teachers teaching the subject and teaching English and Literature subjects in general.

Each of the eight lessons has an evaluation part in the form of questionnaires that were administered to both experimental and control groups composed of either two or three parts with five items each part, all based on the set of objectives for every lesson which were anchored on the Minimum Learning Competencies (MLC) for the said genres and as set by CHED.

The researcher used the poem *The Little Rain* by Tu Fu of China and translated

by L. Crammer-Byug for Lesson 1 in Poetry, excerpts of the poem *Rubaiyyat* by Omar Khayyam of Persia and translated into the English language by Edward Fitzgerald for Lesson 2 in Poetry *Lord Randal*, a traditional Scottish ballad by anonymous and *Salutation to the Dawn* by Kalidasa of India for Lesson 3 in Poetry, *A Dill Pickle* by Katherine Mansfield of Australia for Lesson 1 in Fiction, *The Gift of the Magi* by O' Henry or William Sydney Porter of America for Lesson 2 in Fiction, *A Letter to God* by Gregorio Lope y Fuentes of Spain for Lesson 3 in Fiction, *Act V of Romeo and Juliet* by William Shakespeare of England for Lesson 1 in Drama and excerpts of *Act III, Sc I* and *Act I Sc II of Hamlet* by William Shakespeare on England and *The Boor* by Anton Chekhov of Russia for Lesson 2 in Drama. The researcher used the same selection as lesson 1 and evaluation for drama because the said selection is quite long to be able to offer enough material for both the lesson proper and the evaluation items.

A standardized True or False questionnaire with an accompanying score sheet based on Dr. Howard Gardner's MI Theory and included in Dr. Carol Greutzner's hand-outs on MI when she taught *Creative Curricula* at Saint Paul University Philippines during the summer of 1998 was used to identify the MI of the respondents. The results of the test were used in grouping the respondents for the tasks given them in class which were integrated in their discussion of the lessons, enrichment or application activities, assignments and projects.

The *weighted mean* was used to determine the performance level of the respondents in both the control and experimental groups using the traditional and the MI approaches respectively, the *frequency count* and *percentage* were used to determine the performance level in English 15 of the respondents in both experimental and control groups as well as to quantify the Multiple Intelligences of the respondents in the experimental group and to determine their performance level in specific leaning competencies, the *t-test* was used to determine whether there is a significant difference between the respondents' performance using the MI Theory in the experimental group and the traditional approach in the control group, and the *chi-square* was used to determine whether there is a significant relationship between the respondents' performance in English 15 and their Multiple Intelligences.

The following scales were used to interpret the post-test scores in all the lessons delivered in the study:

Range of Scores Descriptive Value

1. 33 – 40 - Excellent
- 25 – 32 - Very Good
- 17 – 24 - Good
- 9 – 16 - Fair
- 0 – 8 - Poor

Range of Scores Descriptive Value

2. 21 – 25 - Excellent
- 16 – 20 - Very Good
- 11 – 15 - Good
- 6 – 10 - Fair
- 0 – 5 - Poor

Raw Scores Descriptive Value

3. 5 - Excellent
- 4 - Very Good
- 3 - Good
- 2 - Fair
- 0 - 1 - Poor

Discussion of Findings

1. Multiple Intelligences of the Respondents

Table 1. Frequency and Percentage Distribution of the Respondents' Multiple Intelligences

Multiple Intelligences	Frequency	Percentage
Linguistic	2	10.00

Mathematical	5	25.00
Visual	1	5.00
Kinesthetic	3	15.00
Musical	9	45.00
Intrapersonal	13	65.00
Interpersonal	9	45.00
Total no. of Respondents	20	

The table shows that majority or 65% of the respondents have intrapersonal intelligence followed by musical and interpersonal intelligences both with 45%. Findings reveal that most of the respondents very well understand themselves while very few are visually artistic and verbally as well as logically articulate.

It is therefore implied that the respondents can best learn through individual and paired works as well as group activities due to the dominance of their intrapersonal and interpersonal intelligences. Also, it is implied that their exposure to musical activities will help them learn better rather than their exposure to visual, verbal, kinesthetic and logical activities. On the contrary, it can also be implied that the respondents be given additional MI tasks concerning their weaknesses in visual or aesthetic and verbal or linguistic intelligences which they will need as future teachers and which will help them become whole-rounded individuals.

2. Level of Performance in Literatures of the World of the Respondents in the Experimental and Control Groups

Table 2.1. Frequency and Percentage Distribution of Respondents' Total Post-test Scores in Poetry

SCORES	CONTROL		EXPERIMENTAL	
	f	%	f	%
33 – 40	0	0.00	5	25.00
25 – 32	4	20.00	11	55.00

17 – 24	11	55.00	4	20.00
9 – 16	5	25.00	0	0.00
Total no. of Respondents	20	00.00	20	100,00
Mean Scores	20.9 – Good		29.15 - Very Good	

The table shows that the scores of the respondents in the experimental group are higher than the scores of the respondents in the control group as shown by their mean scores of 29.15 and 20.9 respectively, where the former is described as Very Good and the latter as Good.

It is therefore implied that with the application of Gardner’s MI Theory, students better understand the lessons in poetry, which according to many are difficult to understand due to the use of artistic language and application of distinct style and despite the weakness of the respondents in their linguistic intelligences.

Table 2.2. Frequency and Percentage Distribution of Respondents’ Total Post-test Scores in Fiction

SCORES	CONTROL		EXPERIMENTAL	
	f	%	f	%
33 – 40	0	0.00	2	10.00
25 – 32	7	35.00	15	75.00
17 – 24	8	40.00	3	15.00
9 – 16	5	25.00	0	0.00
Total no. of Respondents	20	100.00	20	100.00
Mean Scores	20.6 – Good		28.55 - Very Good	

The table shows that the scores of the respondents in the experimental group are higher than the scores of the respondents in the control group as shown by their mean scores of 28.55 described as Very Good and 20.6 described as Good respectively. Again, this gives the implication that students perform better in their lessons using short story and novels when exposed to MI activities.

Table 2.3. Frequency and Percentage Distribution of Respondents' Total Post-test Scores in Drama

SCORES	CONTROL		EXPERIMENTAL	
	f	%	f	%
21 - 25	0	0.00	2	10.00
16 - 20	4	20.00	13	65.00
11 - 15	8	40.00	5	25.00
6 – 10	6	30.00	0	0.00
0 – 5	2	10.00	0	0.00
Total no of Respondents	20	100.00	20	100.00
Mean Scores	11.65 – Good		17.75 - Very Good	

The table shows that the scores of the respondents in the experimental group are higher than the scores of the respondents in the control group as shown by their mean scores of 17.75 and 11.65 respectively where the former is described as Very Good and the latter is described as Good. Findings imply that the respondents can better perform in their drama lessons when taught using MI enriched activities.

3. Difference Between the Levels of Performance of the Respondents in the Control and Experimental Groups

Table 3. Test of Difference in the Post-test Scores of Respondents in Poetry, Fiction and Drama

Post-test	t-test	A	Probability	Decision
Poetry	6.3984	0.05	1.947 E-06	Reject Null Hypothesis
Fiction	6.4631	0.05	1.703 E-06	Reject Null Hypothesis
Drama	5.2978	0.05	2.053 E-05	Reject Null Hypothesis

On the basis of the t-test results, significant differences exist between the post-test mean scores of the experimental and control groups in poetry, fiction and drama using Gardner's Theory of Multiple Intelligences as an approach in the teaching of Literatures of the World as indicated by the probability values which are less than the 0,05 level of significance.

This further means that the use of Gardner's Multiple Intelligences Theory as an approach in the teaching of Literatures of the World generates better or higher performance among the respondents compared to their performance when the traditional approach is used.

4. Relationship Between the Performance in English 15 of the Respondents in the Experimental Group and their Multiple Intelligences

Table 4.1. Frequency and Percentage Distribution of Respondents' Total Post-Test Performance in Poetry and Their Multiple Intelligences

Performance Multiple Intelligences	Excellent		Very Good		Good		Descriptive Value	
	f	%	f	%	f	%	Mean Scores	
Linguistic	1	50.00	1	50.00	0	0.00	31	VG
Mathematical	4	80.00	1	20.00	0	0.00	34.6	E
Visual	0	0.00	1	100.00	0	0.00	30	VG
Kinesthetic	0	0.00	2	66.67	1	33.33	25	VG
Musical	2	22.22	6	66.67	1	22.22	29.44	VG
Intrapersonal	5	38.46	6	46.15	2	15.38	30.23	VG
Interpersonal	2	22.22	4	44.44	3	33.33	28.00	VG

The table shows that the respondents had Excellent, Very Good, and Good performances in poetry in relation to their respective Multiple Intelligences.

Also, the table shows that those who are logically or mathematically intelligent had the best performance in poetry with 80% of them getting an Excellent performance

and getting the highest mean score of 34.6 also described as Excellent. Those who are verbally or linguistically intelligent follow them with a split 50% performance described as Excellent and Very Good and with a mean score of 31 described as Very Good. On the other hand, those who are bodily or kinesthetic had the lowest performance with a mean score of 25 but still described as Very Good.

Findings imply that the logical-mathematical and the verbal-linguistic intelligences can help students perform better in their poetry lessons more than they are helped by their bodily-kinesthetic intelligence.

Table 4.2. Frequency and Percentage Distribution of Respondents' Total Post-Test Performance in Fiction and Their Multiple Intelligences

Performance Multiple Intelligences	Excellent		Very Good		Good		Descriptive Value	
	f	%	f	%	f	%	Mean Scores	
Linguistic	0	0.00	2	100.00	0	0.00	29.5	VG
Mathematical	2	40.00	3	60.00	0	0.00	32	VG
Visual	0	0.00	1	100.00	0	0.00	31	VG
Kinesthetic	0	0.00	3	100.00	0	00.00	27.67	VG
Musical	2	22.22	4	44.44	3	33.33	28.33	VG
Intrapersonal	2	15.3	10	76.92	1	7.69	29.38	VG
Interpersonal	1	11.11	8	88.89	0	00.00	28.89	VG

The table shows that the respondents had Excellent, Very Good, and Good performances in fiction in relation to their Multiple Intelligences.

Also, the table shows that again, those who have logical mathematical intelligence had the best performance with a mean score of 32 described as Very Good. They are being followed by those who are visually intelligent with a mean score of 31 described also as Very Good while those respondents with bodily-kinesthetic intelligence had the lowest performance with a mean score of 27.67 but still described as a Very Good performance.

It is therefore implied that the logical-mathematical, visual and verbal-linguistic

intelligences of the respondents, more than their other intelligences especially their bodily- kinesthetic and musical intelligences, can help them perform better in their lessons on fiction.

Table 4.3. Frequency and Percentage Distribution of Respondents' Total Post-test Performance in Drama and Their Multiple Intelligences

Performance Multiple Intelligences	Excellent		Very Good		Good		Descriptive Value	
	f	%	f	%	f	%	Mean Scores	
Linguistic	0	0.00	2	100.00	0	0.00	20	VG
Mathematical	0	0.00	4	80.00	1	20.00	17.8	VG
Visual	0	0.00	1	100.00	0	0.00	18	VG
Kinesthetic	0	0.00	2	66.67	1	33.33	18	VG
Musical	1	11.11	4	44.44	4	44.44	17.22	VG
Intrapersonal	1	7.69	9	69.23	3	33.33	16.23	VG
Interpersonal	0	00.00	5	55.56	4	44.44	16.88	VG

The table shows that those who have verbal-linguistic intelligence had a Very Good performance. These respondents also had the highest mean score of 20 described as Very Good followed by those who are visually and bodily or kinesthetically intelligent with mean scores of 18 also described as Very Good. On the contrary, those with intrapersonal intelligence had the lowest performance based on their mean score of 16.23 but still described as Very Good.

It can therefore be implied that the verbal intelligence of the respondents as well as their bodily kinesthetic intelligence can help them in coming up with a better performance in drama, whether on stage or in class, more than their other intelligences. Also, because drama involves people, the dominance of the intrapersonal intelligence of the students can hardly help them perform better in their drama lessons or activities.

5. Relationship Between the Performance in Literatures of the World of the Respondents in the Experimental Group and Their Multiple Intelligences

Table 5. Chi Square Analysis on the Relationship between the Multiple Intelligences of the Respondents and Their Performances in Poetry, Fiction and Drama

Lesson	X² values	Probability	A	Decision
Poetry	11.209	0.5111	0.05	Accept null Hypothesis
Fiction	12.320	0.4204	0.05	Accept null Hypothesis
Drama	5.893	0.9214	0.05	Accept null Hypothesis

The table shows that the probability values are greater than the level of significance of 0.05 for poetry, fiction and drama. This implies that in all the literary types, the null hypothesis is accepted. This means that there is no significant relationship between the performances of the respondents in Literatures of the World and their Multiple Intelligences.

Conclusions

Despite the fact that there is no significant relationship between the performance of the students in the experimental group and their MIs, it can be concluded that the use of Gardner's Theory of Multiple Intelligences as an approach in teaching Literatures of the World can generate a higher level of academic performance compared to their academic performance using the Traditional Approach. More specifically, it can be concluded that the second year BEED students of the Cagayan State University in Piat have a sound self-awareness; however, they have a weak ability to verbally, logically and visually articulate themselves. Finally, they have the same abilities to understand their lessons in Poetry, Fiction and Drama.

Pedagogical Implications

The findings of this study have significant implications to language and literature teaching, learning and testing taking the learners interests and talents using the MI Theory as an approach to teaching. It is therefore recommended that Gardner's Theory of Multiple Intelligences be used in the teaching of Literatures of the World as well as in the teaching of other Literature subjects and other subject areas but with the modification that the students will be subjected to evaluation instruments that will also be related to their MIs; that seminars and trainings on a more effective use of MI Theory as an approach should be given to the teachers and students of the College in as much as it is a teacher training department where effective ways of teaching and learning are emulated and perfected; that teachers of Literatures of the World, or of other Literature subjects at the College of Education of the Cagayan State University in Piat maximize the students' sound understanding of themselves, this being their strength, as well as develop their abilities to verbally, logically and visually articulate themselves, these being their weaknesses, in order to help them improve their performance in the said subject or other subjects

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Appropriateness of Afro – Asian Literary Texts in Developing Metalinguistic Awareness Among Grade 8 Students

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Abstract

This study anchors on the linguistic theme of “Metalinguistic Awareness”. The study analyzed this phenomenon as imbibed by high school students, and how it can be promoted by instructional tools, such as literary pieces that have gained predominant use in ESL and EFL teaching. The participants of this study are Grade 8 students and teachers handling the Grade 8 English course. A total of 210 students were randomly selected to partake in the research population, as well as their current English language teachers in Afro-Asian literature. The study was conducted within the school year 2018-2019 at Moncada National High School, located in Moncada, Tarlac (research locale).

Keywords: appropriateness, literary texts, metalinguistic awareness

Introduction

Literature has been a subject of study in many countries in both secondary and even tertiary levels of education, but only until recently was it given much emphasis in the EFL/ESL classroom. It has only been since the 1980s that this area has attracted more interest among EFL teachers (Clanfield, 2018). There are many good reasons for using literature in the classroom, whether the aim is to develop literary-related skills or language proficiency skills. This study, however, focused more on the latter as it dealt into the breadth of linguistic inputs that can be derived from literature as a vehicle for English language teaching and learning.

Clanfield (2018) enumerates several benefits of using literature in the classroom. Foremost, literature is considered as an authentic material. It is good to expose learners to this source of unmodified language in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class. Secondly, literature expands language awareness. Asking learners to examine sophisticated or nonstandard examples of language (which can occur in literary texts) makes them more aware of the norms of language use (Lazar 1993 in Clanfield, 2018).

The above-mentioned opinion of scholars about the use of literature for language learning purposes is also signified by the DepEd K to 12 Curriculum for Grade 8 English, also labelled as an “Afro-Asian Literature” subject. A close observation of the latter’s curriculum guide (LinkedIn: “K to 12 Curriculum Guide in English-Grade 8”) reveals that the objective of the course is to promote domains of literacy for the benefit of students. Moreover, therein indicated domains of literacy appear more to be core concerns of language learning, rather than literary skills.

In other words, the Grade 8 English curriculum is primarily a course meant for language learning, and where the use of Afro-Asian literature merely appears to be ancillary for the said purpose. For instance, the course curriculum guide indicates that it is aimed to develop the students’ “listening skills, oral language and fluency skills, vocabulary enhancement, reading and comprehension, viewing comprehensions skills, writing skills, and grammar”. Albeit, the curriculum guide also indicates other domains that are not directly signified to language learning concerns though still indirectly related to it, such as “attitude towards language literacy and literature” and “study strategies”.

On top of this, this researcher, himself, handles Grade 8 English classes who can actually account for a first-hand experience as to how the course is practically deployed. The competencies and learning outcomes meant for this subject are basically anchored in developing English language proficiency, with all the language inputs that students are exposed to when dealing with the literary texts. Not only that but even the learning activities for the subject aim to test students’ use of the English language beyond mere concentration on comprehending or appreciating the contents of the literary texts.

To contextualize the above discussions in the actual situation encountered by this researcher, it has been observed that, more often, the selection of reading texts for the subject is a rather complex issue considering that the use of these literary texts have to be signified to the language competencies which the Grade 8 English subject aims to promote. There has been a liberal discretion to select reading texts which are deemed appropriate for this purpose. With

regard to this, there must be an assessment if the prescribed literary texts are truly optimal in relation to the language competencies assigned to the Grade 8 course. Many of the currently used reading texts are patronized simply because they have been traditionally adopted for several previous school year cycles, although it is not apt as a criterion to adopt something just because it is traditional. The researcher projects further vision that the insights that can be generated from the conduct of this proposed study may be used as a scholarly reference for the concerned DepEd Division Office in case of a later revision of the curriculum for Grade 8 English, which may entail a review of the current inventory of Afro-Asian literary texts that are prescribed for the teachers and students to use. These are the impetus that this study has opted to tackle the issue about the selection of reading texts, which is hereby taken as the “problematic” of this study.

Objective of the Study

This study attempted to analyze the appropriateness of selected Afro-Asian literary texts in developing the level of metalinguistic awareness (in the English language) of the Grade 8 students of Moncada National High School enrolled in the school year 2018-2019. The aim is to determine if the inventory of the prescribed literary texts is useful in promoting language learning through the agency of literature. Analysis of the students’ socio-demographic and learner profile, as well as their performance in the language achievement tests that are based on the literary texts were also signified to their level of metalinguistic awareness.

Specifically, the research answered the following questions:

1. What is the profile of the students along:

a. socio-demographic profile

1. sex
2. economic status
3. mother tongue

b. language learning profile

1. level of access to English reading materials (at home/school)
2. level of communication opportunities in English (written and oral communication)?

2. What is the level of appropriateness that can be derived from the Afro-Asian literary texts as perceived appropriate by the Grade 8 English language teachers?

3. What are the students’ level of performance in the language achievement tests corresponding to each Afro-Asian literary text?

- a. first grading period;
 - b. second grading period;
 - c. third grading period; and
 - d. fourth grading period?
4. What is the level of metalinguistic awareness (LMA) of the students?
5. Is there a significant relationship between the students' profile and their level of metalinguistic awareness?
6. Is there a significant relationship between the students' level of metalinguistic awareness and their performance in the language achievement tests for each Afro-Asian literary text?

Respondents of the Study

In view of the research objectives, this study employed two (2) sets of respondents, namely: (a) the student respondents, and the, (b) the teacher respondents. The student-respondents were drawn from the pool of bonafide Grade 8 students enrolled in Moncada National High School (MNHS for brevity) during the school year 2018-2019. The school adopts a three-tier classification of Grade 8 students that are clustered into three types of sections, namely: (a) Science, Technology, and Engineering (STE) Section; (b) First Section; and (c) Regular Section.

Data Gathering Procedure

Prior to administering the data-gathering instruments, permission will be officially sought from the concerned DepEd Division Office with the appropriate jurisdiction over the prospect research locale, which is Moncada National High School located in Moncada, Tarlac. This was done via a formal letter addressed to the Division Schools Superintendent with an appropriate notice to the School Principal of MNHS.

Adjacent to this letter's intent to seek approval from authorities for the conduct of the study, it was clearly specify the following: (a) the constituents of the school who were accommodated as respondents; (b) the list and types of data that were obtained from the respondents; (c) the utilization of information from other data sources (i.e. from school records and databank); (d) ethical clause in obtaining data and in securing the data's confidentiality to protect the integrity and morale of the respondents; (e) the purpose and significance of the research; and (f) the optimal benefits of the research that may benefit the school or even the programs of the Division Office. A copy of this letter is herein appended (Appendix F).

Notably, all communications forwarded to all persons, agencies or entities external to Pangasinan State University were duly approved and noted by the research adviser prior to sending these communications.

Upon the approval of the DepEd Division Office and the MNHS School Principal for the conduct of the study and conditions required in data collection procedure, this researcher approached, notified, and negotiated with the concerned teachers of MNHS in order to arrange with them the viable schedules in administering the research instruments with the students, and with the teachers themselves who are also taken as respondents. Records bearing the results of the Grade 8 students' ratings in selected language achievement tests were also obtained from the concerned teachers. In other words, there is no further requirement to administer the LATs since these are actual tests that have already been administered to the students as part of the instructional design of Grade 8 English.

By the time that this researcher has commenced with the data-gathering procedure, it is expected that the students have already been subjected to the LATs across the four quarters. Hence, records of the student ratings of LATs across the four quarters are already available for this researcher to retrieve from the teachers' class records.

Electronic raffling was used to randomly select the participants. Slovin's formula has been previously applied to determine the actual population for each section. The different sets of data-gathering instruments were administered to the students in two separate schedules.

The initial instrument to be administered was the Socio-Demographic and English language learning Profiler (SELLP). A separate schedule was allotted to administer the "Metalinguistic Awareness Profiler (MAP)". This is to prevent cognitive overload on the part of the students if the instruments were administered altogether in a single setting.

Considering the difficulty level of the two instruments if combined, it is apt to administer them separately; otherwise it may interfere in the validity of the results which may be due to the disrupted focus on the part of the student-respondents (Machucho, 2018) which may even lead to some inaccuracies in their self-report of profile data. The schedules that were set to administer these instruments with the students ensured that disruption of their regular school activities were mitigated. The two sets of instruments were administered to the students in group, wherein the grouping was based on the sections where they belong. It was also conducted in the comfort of their own classrooms. It was personally monitored or supervised by this researcher, and in this way the researcher was able to clarify any misunderstanding about the test. The researcher read and explained each item in the instrument before the students indicate their answers. This method also ensured facility in the immediate collection of data

since the individual hard copies of the instruments filled-out by the students was retrieved immediately after they have finished.

The “Perceptual Questionnaire: Appropriateness of a Literary Text in Promoting Metalinguistic Awareness” was administered to the three (3) Grade 8 English teachers was given to them at the earliest point when negotiating with the teachers has started. The hard copies of the instrument provided to them individually need not be retrieved immediately to give the teachers ample time to deal with it, since the questionnaire requires in-depth evaluation of selected Afro-Asian literary texts. They were given tentatively seven (7) days for submission.

Upon completing the retrieval of all pertinent data through the instruments, this researcher prepared spreadsheets and tally sheets to summarize the data using tables to prepare them for statistical analysis. Though the statistical procedures are conducted by the researcher, the results were validated by the Statistics Center with duly assigned professional statisticians to provide the assistance.

Analysis of Data

Various modes of data treatment were used to analyze the sets of data corresponding to the requirements in each of the research questions.

The profile variables in Research Question No. 1, i.e. the students’ “sex, economic status, and mother tongue” were summarized and tabulated, indicating their frequency count, percentage allocations, and rank as the basis for discussion and interpretation.

The scaling of the income range in the above rubric was based on the economic survey conducted by the Philippine Statistics Authority which calculated the average Filipino family monthly income range at Twenty-Two Thousand Pesos (P22,000.00) as per statistics obtained for 2015 (Philippine Statistics Authority).

The measure of “access to English reading materials” employed the two rubrics below. Results were reported as a matter of “frequency of access to the different reading materials”. The first rubric was used to calculate the students’ access to English reading materials for each type of access. Type of access in this context is based on the source of the material (i.e. in the home or outside the home). Likewise, the data obtained from the individual students were summarized and presented using a table or a graph as the basis for discussion and interpretation. The different reading materials were ranked to show the hierarchy in which they are typically accessed by the concerned Grade 8 students.

The measure of “communication opportunities in English” employed the rubrics below. The first rubric was used to report the result per type of communication opportunity, since there are two of them, namely: (a) spoken communication opportunities and (b) written communication opportunities. The second rubric reported the overall results, i.e. the combination of the students’ accounts of the two types of communication opportunities. Results were reported as a matter of “frequency of communication opportunities in English”. Likewise, the data obtained from the individual students were summarized and presented using a table or a graph as the basis for discussion and interpretation. Data should be able to compare the frequency rate of the students’ communication opportunities between spoken communication and written communication

The objective of Research Question No. 2 determined the extent in which the selected Afro-Asian literary texts can promote metalinguistic awareness in students when they are employed to impart the English language competencies appropriate for Grade 8 English. For this objective, the concerned teachers carefully evaluated the selected literary texts in relation to their appropriateness as a source of relevant linguistic inputs. The teachers’ responses to the instrument that was used for this purpose (Appendix C) generated scores with corresponding descriptions as indicated in the rubrics below. There are two rubrics since the instrument is meant to show the teachers’ evaluation of the appropriateness of the literary text in terms of the two domains, i.e. “vocabulary development and grammatical awareness”. The first rubric was used to describe their evaluation of the literary texts in relation to these two separate domains. The second rubric was used to describe the teachers’ overall evaluation of the literary texts (presupposing the combination of these two domains).

On Research Question No. 3, the results of the different language achievement tests were obtained directly from the teachers’ records. This research adopted the same scoring rubric employed in rating the students’ performance in these tests. The performance ratings of the students will be presented using tables, indicating the frequency distribution of the students across the different brackets of performance. Data on the students’ performance in the LATs along “Vocabulary Development” were synthesized in one table, and a separate table was allotted to reflect the data of their performance ratings in the LATs along “Grammar Awareness. Interpretation of the data should be able to compare the students’ LAT performance between the two domains. Data interpretation also looked into the students’ LAT performance in the two domains in relation to the different literary texts on which the LATs were based. As such, there was also a comparison of the students’ LAT performance across the four quarters.

The objective of Research Question No. 4 determined the level of metalinguistic level (LMA) of the Grade 8 students using a standardized test intended for that purpose. The individual accounts of the students were summarized using a table which indicated the frequency distribution of the students into the different levels of MA. This will be in aid of data interpretation to enable the researcher to determine the typical LMA of the students.

Finally, Research Question Nos. 5 and 6 aimed to correlate the results of the students' LMA with other sets of variable. In this case, LMA were correlated to the students' profile, and a separate correlational analysis was performed to signify the students' LMA to their performance ratings in the LATs. Both instances of correlational analysis employed an appropriate statistical correlational tool that was properly consulted with the University's accredited statistician. The results of the correlational analysis were presented using a table that was reflected the relevant numeric values resulting from the computations. The findings lead to either an affirmation or rejection of the hypotheses, with corresponding explanations and interpretations to these results to show their implications in the appropriateness of the literary texts in promoting metalinguistic awareness.

In the analysis performed for Research Question No. 5, the procedure analyzed the correlation between the students' LMA and their LAT performance rating per literary text. Likewise, a separate correlational procedure was performed to relate the students' LMA and the average weighted mean of their LAT ratings along "vocabulary development" and "grammar awareness".

Results and Discussion

This study analyzed the phenomenon of metalinguistic awareness as it is imbibed by students, and how it is an object promoted by instructional tools, such as literary pieces that have gained predominant use in ESL and EFL teaching. The participants of this study are Grade 8 students and teachers handling the Grade 8 English course. A total of 210 students were randomly selected to partake in the research population, as well as their current English language teachers in Afro-Asian literature. The study was conducted within the period cover SY 2018-2019 at Moncada National High School, located in Moncada, Tarlac (research locale).

In the course of research investigations, the students were initially profiled in terms of their socio-demographic and language learning profile. Selected Afro-Asian literary texts were also assessed in terms of their appropriateness in fostering the students' development of metalinguistic awareness (MA). This assessment was carried, with the teacher participants

serving as the evaluators of the texts, in which they were made to respond to a specialized assessment tool.

Moreover, the students' performance ratings in their previously taken periodic examinations (in all four quarters or grading periods) were retrieved as bases for determining the students' level of "performance in language assessment tests" (LATs performance) along two language skills namely, "vocabulary" and "grammar".

On a separate procedure, the students were also profiled in terms of their "level of metalinguistic awareness" (LMA), using a specialized tool called the "Metalinguistic Awareness Profiler" based on a standardized instrument, "CEFL-5 Metalinguistics" devised by Pearson Clinical Assessment.

Utilizing further the data generated from the aforementioned sets of analyses, correlational statistics was employed by the study to determine the relationship status or association between learner variables (i.e. based on the students' profile) and metalinguistic awareness level (i.e. the students' LMA). Another set of variables correlated are the students' LMA and their LATs performance in vocabulary and in grammar.

On account of the above, the following provides a summary of the salient points in the research findings. The summary is outlined in accordance with the order of the research questions.

1. Socio-Demographic and Language Learning Profile of the Grade 8 Students

Socio-Demographic Profile. From the entire research population of Grade 8 students, majority (129 or 61.4%) are female, thereby posing a considerable gap against the male population (81 or 38.6%). In terms of their mother tongue, the students registered four (4) different languages namely "Ilokano, Kapampangan, Tagalog, and Waray". The mother tongue of the majority of the student participants is Tagalog (176 or 83.8%). Tiling behind are those who reported "Ilokano" (31 or 14.8%), "Kapampangan" (1.0%) and "Waray" (0.5%) as their mother tongue.

Synthesized from the students' self-reports, there is a vividly dense clustering of students belonging to families with "Average" to "Very Low" economic status, which when combined, constitutes the majority of the research population (76.7%). The rest of the students belong to families with "Above Average"(15 or 7.1%) to "Very High" economic status(23 or 11.0%), although the rates assigned to "High" (11 or 5.2%)and "Very High" (23 or 11.0%)economic status are considerably low, making it appear that these are isolated cases.

Language Learning Profile. The students were surveyed in terms of their level of access to eight (8) common English reading materials. The survey differentiated their level of access to the same items of reading materials “inside the school” and “outside the school”. In the school, the mean level of the students’ access of these materials is “Moderate” (AWM: 2.66). Outside the school, the students’ mean level of access to the same set of common reading materials in English is also “Moderate” (AWM: 2.70).

However, a detailed comparison of the mean levels of access of the reading materials in the “school setting” (2.66) and “outside the school setting” (2.70), shows a slightly higher value for “outside the school setting”. “Encyclopedias and magazines” are reading materials that are consistently accessed at “Low” level across the two settings. The accessibility of certain reading materials seems to be sensitized to the setting, such as the case of “newspapers / tabloids”. These reading materials are less accessed in school settings compared to outside the school setting. The rest of the other reading materials, which actually constitutes the majority of the items, are accessed by the students at relatively similar levels regardless of the setting.

Findings also accounted for the students’ extent of communication opportunities (CO) along “oral communication” and “written communication”. The students’ extent of CO in written communication (AWM: 2.85 / “Moderate”) fares higher than their extent of CO in oral communication (AWM: 2.42 / “Low”). Thereby, the students generally perceive that they have more chances to communicate using English through written mediums of expression rather than oral expression.

2. Appropriateness of Curriculum-Prescribed Afro-Asian Literary Texts as Perceived by Grade 8 English Language Teachers

The selected Afro-Asian literary texts investigated by this study, which were drawn from the inventory of literary texts prescribed by DepEd for the curriculum of Grade 8 English, are HIGHLY APPROPRIATE in promoting metalinguistic awareness in students based on the assessment of English language teachers. The appropriateness of the subject Afro-Asian literary texts in promoting MA goes with the high contribution of the literary texts’ capacity to promote “vocabulary development” and “grammar awareness”, each of these two aspects in equal proportion.

3. Grade 8 Students' Performance in Language Achievement Tests (LATs)

LATs Performance (Vocabulary). As a whole, the students' LATs performance range across "Low", "Average", and "High" levels. In all four grading periods, majority of the students registered an "Average" level of LATs performance. This pattern is consistent through the First Grading Period (124 or 59.0%), the Second Grading Period (116 or 55.2%), the Third Grading Period (118 or 56.2%), and the Fourth Grading Period (115 or 54.8%). A relatively lesser quantity of students registered a "High" level of LATs performance. The least number of students (constituting only a dearth of 0.5% to 2.4%) registered a "Low" level of LATs performance.

LATs Performance (Grammar). As a whole, the students' LATs performance range across "Low", "Average", and "High" levels. In all four grading periods, majority of the students registered an "Average" level of LATs performance. This pattern is consistent through the First Grading Period (133 or 63.3%), the Second Grading Period (129 or 61.4%), the Third Grading Period (133 or 63.3%), and the Fourth Grading Period (123 or 58.6%). A relatively lesser quantity of students registered a "High" level of LATs performance. The least number of students (constituting only a dearth of 2.9% to 5.2%) registered a "Low" level of LATs performance.

4. Level of Metalinguistic Awareness (LMA) of Grade 8 Students

The average weighted mean (AWM) of the ratings of all the student participants in the LMA tool is 2.81(High LMA). Hence, at an average, the students register a High LMA, although some of the students may have higher or lower LMAs than this average level.

5. Relationship between Grade 8 Students' Profile and their Level of Metalinguistic Awareness

The p-values obtained in all set\s of correlated variables are lower than 0.01, indicating that the students' "sex, mother tongue, economic status, access to reading materials in English, and communication opportunities in English" are not significantly related to their level of metalinguistic awareness (LMA).

6. Relationship between Junior High School Students' Level of Metalinguistic Awareness and their Performance in Language Achievement Tests

The p values obtained in each set of correlated variables is lower than 0.01, thereby indicating that the students' LATs performance in "vocabulary" and also in "grammar" are significantly related to their LMA. The hypotheses of the study are rejected.

Conclusions

Based on the merits of the findings, the following conclusions are drawn:

1. The Grade 8 student participants of this study are male and female, "Ilokano, Kapampangan, Tagalog, and Waray" as their respective mother tongues. They belong to families with economic status, ranging from "Very Low" (minimum) to "Very High" (maximum). The students access common English reading materials at different rates within and outside the school settings. They report having communication opportunities both in oral and written communications.
2. The selected Afro-Asian literary texts prescribed by DepEd for the curriculum of Grade 8 English are HIGHLY APPROPRIATE in promoting metalinguistic awareness in students.
3. Students have "low" to "high" language test performance in the categories of "vocabulary" and "grammar".
4. Generally, the students have a "High" level of metalinguistic awareness.
5. Sex, mother tongue, economic status, access to reading materials in English, and communication opportunities in English are not significantly related to metalinguistic awareness.
6. Performance in "vocabulary" and "grammar" are significantly related to metalinguistic awareness.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby presented:

1. On account of the findings that several students have less access to some of the common reading materials in English in both school and outside the school settings, these must incite remedial and strategic measures on the part of the school management and the local

government unit (LGU) in the students' institutional locale and communities to ensure presence of facilities where students can maximize access to common reading materials in English. Moreover, as to the findings that there are less opportunities for oral communication than written communication, this should be addressed by instructional intervention to ensure a relatively balanced communication opportunity for all students for them to practice more frequently their productions in both oral and written communications in English. This may extend to the intervention of other non-English language teachers but who teach subjects that use English as a medium of instruction.

2. At the backdrop of the finding that the some of the Afro-Asian literary texts prescribed for Grade 8 English are “highly appropriate” in promoting metalinguistic awareness in students, some details in the findings reveal aspects where teachers fall short in their resourcefulness to maximize these literary texts to teach certain English language rules. This can be remedied by adequate and further in-service training for Grade 8 English language teachers, particularly on maximizing the use of the literary texts for purposes of language teaching and the formulation of valuable language learning tasks for the benefit of advancing the students' metalinguistic awareness.

3. On account of the findings that several students have relatively low test performance in vocabulary and grammar, these language inputs may be considered as focus for instruction, or inspire the creation of supplemental instructional materials or other intervention strategies that will enhance students' performance in these language skills.

4. At the backdrop of the findings that the students have a “high” level of metalinguistic awareness, a closer analysis of the findings reveal a residue of certain language skills that students generally fall short to pay attention to. Promoting an academic environment and types of learning activities conducive for them to appreciate these less popular language skills will further increase their level of metalinguistic awareness.

5. On account of this study's findings that none of the learner variables statistically related to metalinguistic awareness resulted to a positive or significant correlation, this may inspire future researchers to adopt an alternative set of variables to be correlated to metalinguistic awareness in the perennial pursuit for knowledge that will finally clarify the factors affecting or associated to students' development of metalinguistic awareness. This is important to determine as bases for developing intervention strategies to instill an academic environment conducive for promoting the growth of metalinguistic awareness.

6. On the finding that “vocabulary” and “grammar” are significantly related to metalinguistic awareness, this researcher modestly registers this as a contribution in further

support to existing theory. Otherwise, a parallel study based on the framework of this research may be replicated in the future in other settings in order to confirm the generalizability of this study's findings.

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Attitudes and Approaches of the EFL Teachers on Scientific Approach in Indonesian School Context

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Abstract

The research explores the attitudes of EFL teachers and their teaching practices in the classroom about teaching and learning interaction using the Scientific Approach in the Indonesian school context. This study employs a descriptive study using a purposive sampling technique and taking 34 respondents from EFL teachers. The questionnaire and interview used to collect data on perception of EFL teachers on the scientific approach in the process of teaching and learning, and observation applied to gain the data on the EFL teachers' teaching practices in implementing the scientific approach in their classroom interaction. The result of this study showed that there were apparent differences in the way of EFL teachers perceive the scientific approach in their classroom teaching and learning practices. The differences lead the teachers to three group categories: (1) the highly implementing scientific approach; (2) moderately implementing scientific approach; and (3) poorly implementing the scientific

approach. This research expects to be a reference for teachers' professional development especially teachers capacity building implementing the 2013 curriculum.

Keywords: perception, Scientific Approach, classroom interaction

Introduction

The 2013 curriculum or character-based curriculum provides a new approach in the teaching process as the demand in Indonesian education. Therefore, it provides a scientific approach to develop the students' skill, knowledge, and attitude. In the scientific approach, it consists of learning phases constructed from observing, questioning, collecting information/experimenting, associating, and communicating (Menteri Pendidikan dan Kebudayaan, 2013). Moreover, students' attitude, skills, and knowledge become the goal while implementing this approach.

In line with the new curriculum emphasis, the teachers are expected to apply the three learning models such as discovery-based learning, project-based learning, and problem-based learning as part of the scientific approach. The study related to problem-based learning has been investigated in Indonesian EFL classroom by Sahril, Patak, & Naim (2013). The study revealed that problem-based learning is effectively improving students' achievement in English. The study also recommended having further study about implementing the problem based learning in an EFL classroom. This new curriculum also highly expects the school stakeholders such as headmaster, teachers, parents, government, and society to have a responsibility to design the curriculum with the competency-based orientation from the central government as a guideline.

As a new approach used in teaching English, both EFL students and teacher usually find difficulties in implementing this approach especially in making students interested in English lesson as a second language (Derakhshan & Shirmohammadli, 2015), and as the terms scientific approach is new for English teachers, and they have different perspectives on it (Al-Mekhlafi & Nagaratnam, 2011). It is therefore essential to investigate' EFL teachers' perception toward the Scientific Approach and how they translate these into their classroom teaching practices in the Indonesian school context, focusing particularly on their understanding, perspectives, and implementation of the scientific approach in the classroom. It aims at exploring teachers' perception and teachers' classroom teaching practices towards the scientific approach in their teaching and learning interaction.

The studies of teaching and learning have been the focus of some researchers (Alsayed, 2003; Bernardini, 2016; Bloom et al., 1956; Longstreet & Cooper, 2014; Nkhoma, Lam,

Richardson, Kam, & Lau, 2016; Petersen & Nassaji, 2016). Bloom et al. (1956) have an earlier study on this teaching and learning by developing a taxonomy that should be an educational-psychological classification system. Further, it classified the educational domains as learning objectives into three major parts, cognitive domain, affective domain, and psychomotor domain. Further describe in these domains of taxonomy, the cognitive deals with the recall or recognition of knowledge and the development of intellectual abilities and skills; the affective domain deals changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment; and the psychomotor deal with the manipulative or motor skill area. This taxonomy is suitable at the development of student's communication and learning in schools and colleges; it can even use in the development of educational curriculum.

A further study on learning objective in educational development dedicated by Longstreet & Cooper (2014) developed an educational design to support the instructors effectively and trainers from an objective learning perspective, emphasizing the importance of firmly establishing a connection between activities and intended learning outcomes. In the learning development, the learning innovation designed by experts to lead to the learning objectives. Following this, the development of learning models to consider how to facilitate the students to improve their learning motivation. Motivation plays a vital role in success in learning (Alsayed, 2003). Based on Bloom's taxonomy perspective, in the present study, three educational domains are useful as learning outline to develop a learning approach in Indonesian educational curriculum. This educational design is well known as Scientific Approach on the 2013 curriculum.

By Standard Competency of 2013 curriculum, learning objectives include the development of the domains of attitudes, knowledge, and skills that elaborated for each educational unit (Menteri Pendidikan dan Kebudayaan, 2013). The three of competence has different trajectory acquisition (psychological processes). In the implementation of Scientific Approach on the 2013 curriculum, there are learning models that need to be applied to support it in learning, this discovery learning, problem-based learning, and project-based learning.

The following recent studies concerned with learning models in Scientific Approach, discovery learning activities are inherently learner-centered and have a role to play in the development of thematic, technological and information mining competences (Bernardini, 2016). From problem-based learning, it prepares students for assessment and interpretation of multifaceted problems. In the learning process, students learn to combine with group problem solving, enhances professional skills development. Thus, problem-based learning is attributed to the high potential for promoting systematically analysis and problem-solving skills as well

as the proposed course of action (Nkhoma et al., 2016). As Petersen & Nassaji (2016) has found, almost all teachers indicated that project-based learning is an effective strategy for learning the language. It can take many different forms of projects to become active if implemented appropriately in the classroom. Accordingly, the three learning models of Scientific Approach are learner-centered and actively support the students in improving their learning ability, of course, with the direction of teachers appropriately.

Following the themes of the perspectives by Snyder, Bolin, & Zumwalt (1992), they proposed the perspectives features into three themes; they are fidelity, mutual adaptation, and enactment. The present study starts from the fidelity perspective by looking at the current implementation of learning models include in Scientific Approach as well as factors that facilitate or inhibit implementation, followed by the perspective of mutual adaptation, from which, ways Scientific Approach has been adapted in Indonesian EFL contexts are explored. Finally, the enactment approach used to look closely at how those factors identified to influence the implementation and why the decision for the formulated adaption. The analysis sought to answer the following research questions according to the teacher participants' perceptions.

1. What is the EFL teachers' perception on the implementation of Scientific Approach?
2. How do they translate into their classroom teaching practices in an Indonesian classroom context?

Methodology

The research employed a descriptive study using a purposive sampling technique in investigating the EFL teachers perceives on the Scientific Approach and how they put into their classroom teaching practices.

The targeted participants in the present study were 34 EFL teachers who were implementing Scientific Approach on 2013 curriculum or Character based Curriculum. These EFL teachers were selected because they were teaching English and used Scientific Approach method in their learning process in the classroom.

The data collection included three stages. First, a preliminary survey of the overall practices of the learning models in Scientific Approach conducted. In the questionnaire, the participants were requested to provide necessary demographic information, rate their practice of Scientific Approach and the three learning models in Scientific Approach from scale one (never practice) to five (fully practice) and indicate their difficulties (Brown, 2010). The three learning models included discovery learning, project-based learning, and problem-based

learning, which are commonly mentioned in the Scientific Approach and contextual in learning (Bruner, 1961; Hmelo-Silver, 2004; Hosnan, 2014; Markham, 2011).

The second stage was to conduct semi-structured follow-up interviews with three participants as the representative of each category from EFL teachers' questionnaires that consist of 'Fully Practice,' 'Frequently Practice,' and 'Occasionally Practice' categories. They were asked to narrate their learning using Scientific Approach, experiences with Scientific Approach practice, current EFL classroom practices, adaptation processes, challenges encountered, and concerns about adaptation. Some interview questions were generated based on the description of the Scientific Approach to find out the learning process in the classroom. The interviews, which lasted 10 to 15 minutes, were conducted in Indonesian to elicit more information from the participants. All of the interview data were transcribed and translated into English by the researcher.

The third stage was to conduct an observation of the three selected participants in their classroom practices representing each category. By using mechanical devices (Prosser, 2002), their classroom practices were observed to find out the sequence of the classroom management and teaching method using in the classroom practices. The lesson plan was provided blueprints for the participants. Data from observation were generated based on the lesson plan to delve into how each EFL teachers processed Scientific Approach in their classes. In sum, the data sources include 34 questionnaires, three interview transcripts, and three observational data.

Descriptive statistics were employed to tabulate the mean scores and percentages of the quantitative data. The contents and activity of the lesson plans were coded based on the Scientific Approach principles. The interview data were coded based on the themes of the three perspectives of classroom implementation theory. The codes included Practice of Principles 1-5 (fidelity), Concerns, Adaptation (mutual adaptation), and Reasons for Adaptation (enactment). Themes that emerged from coding were identified. The observation data were coded based on the lesson plan used by the EFL teachers. For trustworthiness, a lecturer in the English Department of Graduate Program at the State University of Makassar served as a second rater. Data from the questionnaire and the interview used to find out the data on the first research problem. Data observation supported by the lesson plans were useful to seek the second research problem.

Findings and Discussion

The EFL Teachers' Perception of Scientific Approach

As an indication of the extent EFL teachers' perceive to which Scientific Approach on 2013 curriculum is implemented in Indonesia, of the 34 respondents to the survey, 18 (79%) claimed to be practicing Scientific Approach to some extent, whereas 5 (14.71%) said they were occasionally. Eleven of the participants (32.35%) claimed to be implementing it fully. As Table 1 shows, the mean level of implementation among the practicing group was 3.98/5 or approximately 80%.

Table 1. The rate Scientific Approach implemented based on its' models

	Mean	Percentage
Scientific Approach	4.54	91%
Discovery Learning of Scientific Approach	3.99	80%
Problem Based Learning of Scientific Approach	3.71	74%
Project-Based Learning of Scientific Approach	3.66	73%
Average	3.98	80%

Note. (N=18)

These results suggest that according to the EFL teachers, although Scientific Approach is not practiced its fullest extent, EFL teacher make efforts to adhere to its principles. The following representative excerpts from the interviews show that EFL teachers were aware to the beneficial of these learning models including in Scientific Approach. This approach were beneficial in the learning process instead of the previous curriculum or School-based Curriculum but necessary adjustment in accordance with the activities of the learning materials and students' needs based on the essential competencies and indicators of achievement on 2013 curriculum. As the teacher says: "a lot of the subject matter contained in textbooks, but still need adjustments to the learning indicators contained in the 2013 curriculum, it is not necessarily directly used as the subject matter", (T2 Interview). Another teacher has a similar statement: "learning steps in Scientific Approach can be applied well but necessary adjustments to the activities of its learning model.... learning to write, read something, and listen to has a different way of teaching". (T3 Interview).

How Do They Translate Into Their Classroom Teaching Practices?

Classroom Management

The number of EFL teachers' experiences in teaching has a significant influence on their ability to manage their classroom, regardless of their fluency using English as a language of instructions; they will be able to build relationship among their students, organizing time and space, and accommodating diversity of culture and behavior (Basri, Abduh, & Hudriati, 2018; Lima & Passos, 2015; Scarlett, 2014).

As observation data pointed out, the three participants as a representative from each category could apply their learning practices well from beginning to the end of the class. Furthermore, it showed the EFL teachers' ability to deliver the learning materials to students. For further clarification regarding their classroom management based on the data observation of the three participants as follow:

- a. From "Fully Practice" category, RR, he used English and Indonesian for a little during the learning process, but he got the problem to manage the classroom. Based on the first video observation at minute 22:00 - 29:16, it was clear that the students were playing and did not focus on the subject material.
- b. From "Frequently Practice" category, SA, she used English during the learning process, and she could set the class with a very smooth and disciplined. Based on the second video observation at minute 6:27 – 14:16 and 18:39-29:59, it was clear that the students followed their teacher's direction well.
- c. From "Occasionally Practice" category, NR, she used little English to explain the material during the classroom process, and the classroom was not conducive. Based on the third video observation at minute 7:03 – 14:35, it appeared that most students did not focus on the learning material.

To recap the results, the experiences and knowledge of the EFL teachers in this study reveal that accommodating students' learning motivation should become the primary concern. Throughout the whole process, adequate encouragement, incentives, guidance, monitoring, and regulation become factor to be a recommendation as motivation for students as well as to maintain their accountability.

Teaching Method in Classroom Practices

As well as classroom management, EFL teachers' prior knowledge to teaching method has a major impact in determining the success of students in learning. Using the appropriate teaching method that is suitable for the students' learning materials will optimize students

understanding of the learning materials. 2013 curriculum has translated some of the learning models that are expected to optimize students learning the process in school (Hosnan, 2014). They are discovery learning, problem-based learning, and project-based learning.

As observation data pointed out, the three participants as a representative from each category could apply general learning steps of Scientific Approach. Lesson plan from EFL teacher did not specify the type of learning model used but only use a scientific approach as outline steps of the activities. Observer identifies learning model used by teachers based on measures of activity and the type of material taught by the teachers. For further clarification, regarding the teaching method used by the EFL teachers based on the data observation of the three participants as follow:

- a. From “Fully Practice” category, RR, applied discovery learning. It appeared from the fulfillment of discovery learning model-learning steps ranging from aspects of the stimulation problem statement, data collection, data processing, verification, and generalization.
- b. From “Frequently Practice” category, SA applied discovery learning. It appeared from the fulfillment of discovery learning model-learning steps ranging from aspects of the stimulation problem statement, data collection, data processing, verification, and generalization.
- c. From “Occasionally Practice” category, NR applied discovery learning. It appeared from the fulfillment of discovery learning model-learning steps ranging from aspects of the stimulation problem statement, data collection, data processing, verification, and generalization.

Equality of learning model applied by EFL teachers participants shows that this approach is generally more suitable for use in language learning, especially in English. As discovery, learning is adequate to foster students learning, and as the similarity of concepts remains powerful when combined with discovery learning, similarity-based discovery learning should be recommended for practice (Mandrin & Preckel, 2009; Paramma, 2018).

Discussion

The present study provided that there were marked differences in the way the EFL teachers perceive the scientific approach in their classroom teaching practices. These differences related to their training and teaching experiences in using the scientific approach in their classroom teaching practices.

As a result, the EFL teachers' attitude and practices are classified into three group categories: (1) Highly Implementing Scientific Approach (HISA); (2) Moderately Implementing Scientific Approach (MISA); and (3) Poorly Implementing Scientific Approach (PISA). These EFL teachers' categories are related to the EFL teachers' knowledge of scientific approach and their classroom teaching practices as can be seen from the questionnaire, interview, and observation data of EFL classroom covering the 34 EFL teachers' attitude and practices toward scientific approach as follows:

Table 2. Percentage of EFL Teachers' Practices of Scientific Approach

Interval	Categories	Frequency	Percentage (%)
73-100	Highly Implementing Scientific Approach	11	32.35
48-72	Moderately Implementing Scientific Approach	18	52.94
20-47	Poorly Implementing Scientific Approach	5	14.71
Total		34	100

Highly Implementing Scientific Approach

The HISA group teachers are characterized as the classroom teachers who have score interval from 73 to 100 as categorized 'High Implementation'. Teachers with this category consisted of 11 persons (32.25%). These teachers had varieties of teaching methods in their classroom teaching practices such as using discovery, problem-based, and project-based learning interchangeably and interactively.

Moderately Implementing Scientific Approach

The MISA group teachers are characterized as the classroom teachers who have score interval from 48 to 72 as categorized 'Moderate Implementation'. Teachers with this category consisted of 18 persons (32.25%). These teachers had lower varieties of teaching methods in their classroom teaching practices with only a couple of teaching methods used interchangeably.

Poorly Implementing Scientific Approach

The PISA group teachers are characterized as the classroom teachers who have score interval from 20 to 47 as categorized 'Poor Implementation'. Teachers with this category consisted of only five persons (14.71%). These teachers still maintained their conventional teaching methods in their classroom learning and teaching practices with no intention at all of

using the scientific approach in their classroom avoiding the recommendation from the present curriculum (2013) implemented in the Indonesian school system.

Conclusion

The findings here demonstrate the differences in the way of EFL teachers perceive the Scientific Approach in their classroom learning and teaching practices. They have adapted and enacted the principles of Scientific Approach in ways that respond to students need. Their teaching and training experiences using the scientific approach in their classroom have a significant influence on the way they apply and modify the scientific approach and its learning model based on their needs. The study classifies the EFL teachers' attitude and practices into three group categories: (1) Highly Implementing Scientific Approach (HISA); (2) Moderate Implementing Scientific Approach (MISA); and (3) Poorly Implementing Scientific Approach (PISA). They are related to the EFL teachers' knowledge of scientific approach and their classroom teaching practices. The study suggests that to practice Scientific Approach on 2013 curriculum in Indonesian context successfully, EFL teachers have to understand and compensate the use of three learning models in Scientific Approach as support of interactive learning process in classroom practices. In addition, training about Scientific Approach need to carry out for teachers, so they understand to implement it.

What is evident is that the more competent and the more positive attitude toward the use of scientific approach in the classroom teaching practices, the better output of the learning process reflecting the current curriculum implemented in Indonesian educational system. This evident reflects the theories of Kemp & Dayton (1985) of the basic principles of the relative perception, rather than absolute; perception is selective, organized, and influenced by set. This evidence is also supported by the theory of (Hosnan, 2014) on the great benefits of the scientific approach in the classroom teaching practices.

Further study needs to be conducted in relation with implementing the scientific approach in Indonesian classroom context. It has to be conducted consistently by looking at the comprehensive practices of the teachers in teaching all subject matters, so that all constraints in implementing the scientific approach can be anticipated for better teaching and learning process in producing students with sufficient knowledge, better skills, and right attitude.

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Grammatical Errors in the Business Correspondence Corpora of Sophomore BSBA Students

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Abstract

This study draws from the tradition of Corpus Linguistics and attempted to determine the extent grammatical errors manifest in the business correspondence corpora composed by Sophomore BS Business Administration students of Pangasinan State University-San Carlos City Campus, located in San Carlos City, Pangasinan. The study was conducted within the academic year 2017-2018. Error analysis was delimited to types of errors pertaining to verb tense (VT) and subject-verb agreement (SGA). A specialized assessment tool was employed to gauge students' extent of susceptibility to commit grammatical errors that range from "Low" (minimum), "Average", to "High" (maximum). Moreover, a balanced population of male and female students were purposively taken as participants of the study. The students were initially profiled in terms of their socio-demographic information (sex and first language) and their language learning characteristics (exposure to authentic business correspondence materials; extent of writing opportunities in business correspondence; and attitude toward business correspondence composition). Furthermore, the study attempted to determine factors potentially associated to students' susceptibility to commit grammatical errors in their business correspondence composition. Inferential statistics was employed, such as MANOVA and correlational statistical tool. Accordingly, the students' extent of grammar errors was differentiated on the basis of their sex and first language, while their language learning characteristics were statistically correlated to their extent of grammar errors.

On account of the research findings, the male and female respondents have either “Tagalog, Pangasinan, or Ilokano” as their first language. Moreover, they have a moderate to high frequency of exposure to authentic business correspondence materials within the school and outside the school. Students’ self-report revealed that they encounter certain authentic business correspondence materials more frequently than the others. The students were also found to have a moderate to high extent of writing opportunities in business correspondence within the “school setting” and “outside the school setting”. Depending on the setting, students’ opportunities to write certain types of business correspondence occur more frequently than the others. Furthermore, the students exhibit a “strongly positive” attitude towards business correspondence composition.

The students vary in their extent of errors along verb tense and subject verb agreement in their composition of certain types of business correspondence. Sex and first language do not differentiate students’ extent of grammatical errors in business correspondence composition. Exposure to authentic business correspondence materials and extent of writing opportunities in business correspondence are not significantly related to students’ extent of “verb tense” and “subject-verb agreement” errors in business correspondence composition. However, exposure to authentic business correspondence materials is significantly related to students’ extent of subject-verb agreement errors in composing order letters.

On the merits of the research findings, the study offered a practical output, i.e. a prototype of learning activities that can alleviate students’ grammar difficulties in their composition of business correspondence. The study highly recommends the use of this material as an instructional supplement, along with a set of other recommendations that presuppose actions to be taken by school administrators and English language teachers. Recommendations are also addressed to future researchers to deal on certain gaps left by the study; or otherwise an improvement of its methodology and choice of variables.

Keywords: grammatical errors, business correspondence corpora

Introduction

Communication is key in every aspect of life. In the scholarly and academic pursuits engaged in by students, the skills relevant to communication are indispensable for coping successfully with academic requirements, and intermittent negotiations they encounter with their teachers and the various departments in their school’s administration. In its more specific context in Business Communication, the latter has an even more pronounced importance as the

student prepares for his employment and career prospects after finishing college education. Whether one is starting out in business or are further along in one's career curve, there are specific business communication skills necessary for success (Han, 2017). One important dimension of English business communication with its relatively independent set of skills pertains to "business correspondence". Students need to hone competitive skills in business correspondence.

Thomas et al. (1996) defines business correspondence as the "means the exchange of information in a written format for the process of business activities". Business correspondence can take place between organizations, within organizations or between the customers and the organization. To delineate its specific concern, business correspondence esoterically refers to the "written communication between persons". Hence oral communication or face to face communication is not considered within the technical limits of business correspondence (Thomas et al, 1996). This is the specific field that signifies to the theme of this study.

According to McCullum (2015), there are seven (7) skills that every college student should learn before graduating. The author also draws these skills from insights informed by employers. One of these is "business writing skills". The author indicates that business writing skills are so important that students have to possess them before they can even get an interview for a job. Candidates need to be able to get the attention of hiring managers through a well-written cover letter and resume to get a foot in the door to compete for any job. When they land the job, workers must be able to demonstrate business writing skills -- such as drafting reports, professional emails, or memos -- in order to do their job well. Although some students may mistakenly believe that if they're entering certain fields, like science and technology professions, they do not need to focus so much on the written word, having business writing skills can make a big difference in how they progress in their careers. Thus, in order to make themselves attractive to employers, students exert efforts to acquire competitive skills in preparing business correspondence. Some students opt to take specific courses in business writing. While others who need extra help with this kind of writing also turn to their school's career development center or tutoring resources to get more practice.

Doyle (2018) also concurs with the above imperative set on college students in his paper devoted to the "Top Skills Employers Seek in College Grads". Billed on the third rank of importance is "Communication Skills". Doyle initially discusses these skills in their general context, saying that regardless of the job that one is applying for, employers will expect applicants to have excellent written and verbal communication skills. Depending on the position, a job seeker will need to be able to communicate effectively with employees,

managers, and customers in person, online, in writing, and on the phone. Moreover, Doyle seemed to highlight more specifically the importance of the written aspect of business communication and in that regard, he emphasizes that a job seeker's cover letter will often be the first place an employer will review one's writing abilities. In addition to demonstrating "grammar skills", an applicant will also be showing how he / she can compose a letter that is to the point and, hopefully, interesting to read.

In the context that this study highlighted the importance of business correspondence particularly as a set of skills important to college students majoring in Business Administration, Emma's (2018) article published in the Houston Chronicle, one of the largest and most respected publications in the United States passes to be a good read for BS Business Administration students for them to appreciate the relevance of business correspondence skills in their substantive area. Emma contends that:

"Communication consistently ranks among the top five soft skills employers look for when choosing new hires. And in a world where face-to-face is becoming less and less, that communication more often occurs through the written word. If you want your business to succeed, make certain you and your employees have a firm grasp on the written word."
(Emma, 2018)

Further expounding her point, Emma indicates that "You cannot sell (or do business) without words". At the heart of every good product is a great story that your customers will want to buy time and again. That's where marketing comes in. Whether you're preparing packaging for products or writing the script to a television ad, you need compelling words that represent you well. And it is not the quality of words that matters; it's the point they make.

In a separate paper by Emma (2018) on the "Importance of Good Writing Skills in the Workplace", she also emphasized on the point that with emails, notes, letters, texts and Tweets, most people spend a fair amount of time at work communicating via the written word. Whether you are messaging a colleague, writing to your manager, or crafting the company newsletter, your writing skills can boost or hinder your career easily, even if you do not have a "writing" profession. Basically, writing skills make a difference in how you come across.

There can be more than the above premises to establish the importance of business correspondence skills and how it signifies directly to the career path assumed by graduates of Business Administration majors. On top of that considerations are also notes on the challenges encountered by students and professionals alike when it comes to their concrete outputs and

composition of business correspondence. This fact is highlighted in one of the important articles published by “Emphasis Training”, which is the leading Business Writing Company in the United Kingdom. The company also offers specialist business writing training and consultancy services to both public and private sector organizations around the world.

The article published by Emphasis Training (1997) on “Getting it Write: The ten most common business writing mistakes and how to avoid them” emphasizes that one of the most highlighted errors that affect the integrity and efficiency of business correspondence is that grammar mistakes. As explained in the article, the sad truth is that many companies appear resigned to wasting hundreds of thousands of dollars each year while their employees struggle for hours to produce badly written, poorly structured documents. Worse still is that much of this content doesn’t ever get read. It is very easy to make a hash of business writing. Reports and proposals are often written in a hurry, cobbled together at the last minute – with little thought about the impression they will give or the impact they will make. Time pressures and stress levels are not always avoidable however, and there is no real reason why people should be able to write well. Writing is a skill that needs to be learnt like any other, but even the most reluctant writers can improve their business documents by learning to avoid the most common “grammar mistakes”. The article enlists grammar errors in the first rank of the eminent mistakes observed in business writing.

Concurring with the above emphasis on the grammatical errors as a highlight of poor proficiency in business correspondence skills, Parker (2018) also came up with an inventory of these common grammar errors derived from authentic corpora from a collection of business documents. He notes that many business documents contained errors on “contractions”, the use of ‘possessive pronouns”, the indication of nouns in their “plural form” among others. The rest of what he noted are mistakes in the use of punctuation, commonly misused and confused words, and misspellings.

As to the specific issue raised in this study that looks into the verb tense errors in the business correspondence corpora of BSBA students, it draws from an inventory of the common grammatical errors in business writing as posted in the FluentU Business English Blog (<https://www.fluentu.com/blog/business-english/>) as contained in the article “10 Business English Writing Mistakes You can Easily Avoid”. Ranked ninth in the list is the set of errors pertaining to “verb tenses”. The article further emphasizes that the presence of grammatical errors in business correspondence breeds negative business image. Accordingly, the article states that it is important to create a good image of yourself and your company when writing to your co-workers, customers, clients and business partners. You want them to think well of you

and your company. The goal is for your reader to think you and your company are professional, responsible, intelligent and trustworthy. If you sound professional in your business writing, your reader will take you seriously. A good way to sound professional is to use more formal language in your writing. In business, you may be dealing with people from many different countries and cultures. So it is important that your message be clear, grammatically accurate, concise (the message is all about the main point) and easy to understand.

In addition to the above, this study also takes to analyze the subject-verb agreement errors found in business correspondence. This particular grammar item is the subject of Gaertner-Johnston's (2013) article "Do your subjects and verbs agree?" published in "Business Writing: Talk, Tips, and Best Picks for Writers on the Job". According to the author, "the most common errors seen in the writing samples of smart, successful people is a lack of subject-verb agreement. People are using singular verbs with plural subjects, and plural verbs with singular subjects. Errors are popping up everywhere". The article lifts actual samples drawn from authentic business correspondence corpora.

As an English language teacher to BSBA students, particularly in their courses related to writing and business communication, the above noted emphases on errors related to verb tenses and subject-verb agreement are also those that are commonly observed in the business correspondence compositions of the students. Thus explained the central focus of this study's analysis of the errors along these areas. This is a further attempt to possibly characterize the nuances of the errors committed by the students and chart them into classifications, as well as the extent of the errors committed under each category. This can be treated as a predictive model to guide teachers engaged in handling the same courses as to the likelihood of these types of grammatical errors that college students commit. The study also looked into potential learner-related variables that may be associated to the susceptibility of students to commit such type of errors as well as the volume of such errors. These insights to be gained can be treated as inputs to the improvement of the instructional design of subjects that cater to developing students' skills in business correspondence. Otherwise, the prospective findings of this study can be used to develop a matrix of criteria as bases in formulating intervention strategies such as supplemental learning activities which this study also aimed.

The methodological framework of this study aligns to the research tradition of error analysis, and anchored on the field of corpus linguistics since it used actual compositions of business correspondence generated by the students who were tapped as the participants of the study. According to Meyer (2002):

“[...] corpus linguistics brought about a revolution in the linguistic field. It is revolutionary in the sense that it deals with the study of real language data and no longer with the linguist’s intuition. Under corpus studies, linguistics confirms its scientific character through the complete and accurate analysis of real language. Corpus linguistics is also a serious scientific method because it deals with large quantities of data.”

As for the reason of selecting “Error Analysis” (EA) as the methodological approached in this study, Ellis (2003) justifies EA research by saying that in analyzing errors we can obtain information about how a language is learned, errors reflect the learner internal constructs, which for Selinker constitute an independent language system called interlanguage (Selinker, 1972 in Ellis, 2003), and the amount of knowledge a learner has of a language. Ellis add that the evaluation of the competence of a learner goes beyond the analysis of errors alone, focus on other aspects such as avoidance of difficult structures is an indicator of the progress made in the learning of a language. The analysis of errors is however crucial in the SLA field because it allows the observation of actual learner output and gives SLA researchers the possibility to explain how learning progresses. Thus, Ellis concludes that error analysis is important because if provided the researcher with a methodology to study learner language.

Anchored on the above, this study concentrated on the study of learner errors, but errors are not to be considered as language learning defects but as part of the strategies developed by learners in the process of acquiring grammatical proficiency in writing business correspondence.

Methodology

Study Design

This study adopted the use of both qualitative and quantitative research methods. As to the qualitative aspect of the research, it employed “text corpus analysis” since the items of analysis to be taken are “written corpora” based on the business correspondence compositions of BSBA students. The use of written corpora constitutes one of the types of corpus analysis on the basis of the material object analyzed (McEnery & Hardie, 2012). On the basis of the formal object of analysis, this study took up the design for “corpus-based linguistic analysis” (Bieber, 2012), to differentiate it from the rest of the other perspectives of analysis that also utilized corpus analysis. The focus of the error analysis was grammar, specifically on the structures and usage of verb-tense and subject-verb agreement as manifested in the subject

corpora. As such, it lies on the level of Linguistic Analysis based on the matrix of Bieber (2012).

On the quantitative aspect of the research, this study employed descriptive and inferential research methods. Descriptive research was engaged when there was a need to describe characteristics of a population or a phenomenon of interest. The characteristics used to describe the situation or population was usually some kind of categorical scheme also known as descriptive categories (Shields & Rangarajan, 2013). Descriptive research was applied to this study as it engaged in the description of the profile of the research participants along socio-demographic and language learning variables. Moreover, quantitative procedures presupposed in the conduct of the error analysis especially in the interest to determine the extent of errors manifest in the corpora. Quantification was done by registering actual quantities (with their percentile rates) registered into the types of errors on verb-tense and subject-verb agreement.

In addition to the above, inferential method was also employed. The latter presupposed the use of statistical tools for examining the relationships between variables within a sample, and therefrom made generalizations or predictions about how those variables related within a larger population (Cole, 2018). Many social research resort to inferential statistics as it would be too costly or time-consuming to literally study an entire population of people. Inferential statistics invokes the use of samples in order to enable the representation of huge populations. Techniques that social scientists use to examine the relationships between variables in inferential statistics included, but are not limited to, linear regression analyses, logistic regression analyses, MANOVA, correlation analyses, structural equation modeling, and survival analysis. This study employed inferential method typically adopted in many social researches as this study also falls within the category of a social research. In one of its research questions, the use of correlational statistics was necessitated to determine levels of significance in relationship between the research participants' profile and the extent of their grammatical errors (for each type error) in verb-tense and subject-verb agreement as manifested in their business correspondence corpora. Correlation was subsumed under a class of statistical relationships involving dependence, though in common usage it most often referred to how close two variables were to having a linear relationship with each other. According to Shields & Rangarajan (2013), correlations were useful to indicate a predictive relationship that can be exploited in practice. However, in general, the presence of a correlation was not sufficient to infer the presence of a causal relationship.

Respondents of the Study

The target respondents or participants of this study were randomly selected sophomore (college) students enrolled in the degree program: Bachelor of Science in Business Administration (BSBA) of Pangasinan State University San Carlos Campus, located in San Carlos City, Pangasinan, during the academic year 2017-2018. They served as the primary sources of research data. These data corresponds to this study's "phenomenon of interest", the latter referred to the specific items that were analyzed in the study (McAuley et al., 2007). In this study, the phenomena of interest included the following: (a) socio-demographic and language learning variables, which would accounted for based on the profile of the BSBA students, and (b) grammatical errors in business correspondence corpora (i.e. verb-tense and subject-verb agreement related errors) which would be based on the business correspondence compositions generated by the BSBA students. No other primary data were sourced elsewhere.

The sample was limited to a total of 36 students. Random sampling was used to account for a balance in the population of male and female participants, otherwise the rest of the procedures for the identification of participants was done by random sampling. The names of the male and the female students were listed separately. Under each list, electronic raffling was used to randomly select the participants under each gender category until the maximum of eighteen (18) participants was achieved for each group for a total of 36 participants all in all.

The main reason for limiting the scope of participants was because the study presupposed the employment of an intricate corpus analysis instrument that charged enormous effort from the researcher in closely analyzing the students' use of grammatical cohesion devices in their essay compositions. Considering ordinary human capacity, and in conjunction with the restricted time frame to complete this research, the scope of the research population was thus set as such. This sampling design was also adopted in the previous studies reviewed by the researcher which were indicated in the "Related Studies" section of Chapter 2 of this research proposal, where it was noted in these studies that their respondent population ranged across five (5) to fifteen (15). Thus, with the proposal to accommodate 36 students for this study, it has even far exceeded the scope set in other parallel studies. The larger population was accommodated in this study is in anticipation of its use of correlational statistics, which does not lend to be effective in a very small population.

Data Collection Procedure

Prior to administering the data-gathering instruments, permission was officially sought from the Campus Executive Director of the research locale. The sample communications

pertaining to this secured permission to conduct the study was attached in Appendix D. After the content-validation of the research instruments, the researcher then approached the concerned teacher/s handling the students negotiated with them and requested their assistance in scheduling the sessions for the data-gathering procedure. The instruments were administered one at a time, in different periods. The Survey Questionnaire on Learner Profile was administered first. It should take a separate session to administer the “Business Correspondence Corpus Generator” which was expected to be tedious for the students to deal with. The researcher gathered the respondents in a common place in their school, in an environment conducive for their writing composition. The participants would made to complete all the letters in, at least 45 minutes. The researcher personally presented throughout the procedure to address any clarification from the respondents.

In each of the above-mentioned sessions for administering the instruments, data were collected immediately at the end of the sessions. The sets of data were then collated by the researcher using spreadsheets. When all data sets have been completely organized, the researcher started with the statistical processing of the data sets with the assistance of a statistician. The researcher finally proceeded to the actual writing of the research findings, after she has obtained the statistical processing results.

Results and Discussions

This study draws from corpus-based linguistic analysis determined the extent grammatical errors that are manifest in the business correspondence corpora composed by sophomore BS Business Administration students of Pangasinan State University-San Carlos City Campus. The error analysis was delimited in the observation of errors along verb tense (VT) and subject-verb agreement (SGA). A specialized assessment tool was employed to gauge students’ extent of susceptibility to commit grammatical errors that range from “Low” (minimum), “Average”, to “High” (maximum). Moreover, a balanced population of male and female students were purposively taken as participants of the study. The students were profiled in terms of their socio-demographic information (sex and first language), as well as their language learning characteristics (exposure to authentic business correspondence materials; extent of writing opportunities in business correspondence; and attitude toward business correspondence composition).

In this study’s attempt to determine factors potentially associated to the students’ susceptibility to commit grammatical errors in their business correspondence composition, inferential statistics was employed, specifically MANOVA and correlational statistical tool.

Accordingly, the students' extent of grammar errors were differentiated on the basis of their sex and first language. On the other hand, their language learning characteristics were statistically correlated to their extent of grammar errors. These procedures led to the confirmation or rejection of the study's hypotheses, tested at 0.05 level of significance.

On the merits of relevant research findings, this study proposed a prototype of learning activities that can be exploited as an instructional supplement with the aim of reducing students' grammar difficulties in business correspondence composition. In selecting the contents emphasized in the learning activities, the students' typical traits were considered, thereby sensitizing the activities to the specific learning needs of the students in the research locale.

1. Socio-Demographic and Language Learning Profile of the Sophomore BSBA Students

a. Socio-Demographic Information

The participants / respondents of this study are male and female sophomore BSBA students, purposively selected in equal proportion (i.e. each sex respectively comprising 50% of the research population). In terms of the students' "first language", they are divided into speakers of three (3) regional languages namely "Ilokano, Pangasinan, and Tagalog". Many of them (18 or 50%) registered "Tagalog" as their first language, while the others reported "Pangasinan" (17 or 47.2%) and "Ilokano" (1 or 2.8%) as their first language.

b. Language Learning Characteristics

The students' exposure to authentic business correspondence materials apply to two settings, i.e. "in the school" and "outside the school". In the school setting, the students' exposure to these materials range from "Moderately Frequent" (minimum) to "Highly Frequent" (maximum). This generally applies to ten (10) different types of business correspondence materials. Moreover, the students' have the most frequent encounter of certain authentic business correspondence materials, such as "application letters, letters of recommendation, letters of inquiry, and letters of acknowledgment (acknowledging receipt)". In contrast the students are least exposed to "complaint letters".

Outside the school setting, the students' exposure to authentic business correspondence materials range from "Moderately Frequent" (minimum) to "Highly Frequent" (maximum). This generally applies to ten (10) different types of business correspondence materials. Moreover, the students' have the most frequent encounter of certain authentic business

correspondence materials, such as “application letters, letters of recommendation, and sales letters”. In contrast the students are least exposed to “complaint letters”.

The students’ encounter of “application letters” and “recommendation letters” appear highly dense in both school setting and outside the school setting.

The students’ extent of writing opportunities in business correspondence occur in both within the “school setting” and “outside the school setting”. In the school setting, their writing opportunities range from “Moderately Frequent” (minimum) to “Highly Frequent” (maximum). Moreover, the students’ have the most frequent opportunities to write certain types of authentic business correspondence, such as “application letters, letters of recommendation, letters of acknowledgment, and sales letters”. In contrast the students have least opportunities to write “cover letters and order letters”.

Outside the school setting, the students’ writing opportunities range from “Moderately Frequent” (minimum) to “Highly Frequent” (maximum). Moreover, the students’ have the most frequent opportunities to write certain types of authentic business correspondence, such as “application letters, letters of recommendation, letters of acknowledgment, and resignation letters”. In contrast the students have least opportunities to write “cover letters and office memoranda”.

The students’ opportunity to write “application letters, recommendation letters, and letters of acknowledgment” are evident in both school setting and outside the school setting.

Generally, the students exhibit a “strongly positive” attitude towards business correspondence composition. As major highlights of this positive attitude, the students perceive that business correspondence is: (a) important in their student academic life; (b) relevant to their future career; and (c) useful in their later professional dealings with fellows in the workplace.

2. Extent of Grammatical Errors Committed by the Students

in their Business Correspondence Corpora

a. Errors in Verb Tense (VT)

The students’ extent of errors in VT when it comes to their corpora for “letter of inquiry” (LI) range from “Low” (minimum) to “High” (maximum). Half of the research population (50%) registered an “Average” extent of errors in VT in their LI corpora. The rest of the students have “Low” (47.2%) and “High” (2.8%) extent of VT errors in their LI corpora. In terms of the students’ VT errors in their corpora for “follow-up letter” (LF), majority of them (66.7%) registered a “Low” extent of errors. Some students (30.6%) manifested an

“Average” extent of VT errors, and only one student (2.8%) was noted to have a case of a “High” extent of VT errors. Finally, in the students’ VT errors in their corpora for “order letter” (LO), majority of them (52.8%) registered a “Low” extent of errors. Some students (38.9%) manifested an “Average” extent of VT errors; whereas three (3) students (8.3%) were noted to have a “High” extent of VT errors.

There is consistency in the pattern of students’ VT errors regardless of the type of business correspondence they are composing.

b. Errors in Subject-Verb Agreement (SGA)

The students’ extent of errors in VT when it comes to their corpora for “letter of inquiry” (LI) range from “Low” (minimum) to “High” (maximum). In terms of their LI corpora, majority of the students (72.2%) registered a “Low” extent of SGA errors. A small number of students (25%) registered an “Average” extent of SGA errors, whereas only one (1) student (2.8%) registered a “High” extent of SGA errors. A similar pattern is observed in the students’ SGA errors in LF writing. Majority of them (27 or 75%) registered a “Low” extent of SGA errors, while the rest have extents of SGA errors categorized as “Average” (22.2%) and “Low” (2.8%). Finally, on the students’ SGA errors in LO writing, majority of them (69.4%) registered a “Low” extent of SGA errors, while the rest have extents of SGA errors categorized as “Average” (22.2%) and “Low” (8.3%).

There is consistency in the pattern of students’ SGA errors regardless of the type of business correspondence they are composing.

3. Difference in the Students’ Extent of Grammatical Errors

Based on their Sex and First Language

a. Sex and Grammatical Errors

The students’ extent of grammatical errors is not significantly differentiated on the basis of “sex”. This finding is true to the case of “VT errors” (Wiks’ Lambda: 0.920) or “SGA errors” (Wiks’ Lambda: 0.879). Thus, the hypothesis of the study is rejected.

b. First Language and Grammatical Errors

The students’ extent of grammatical errors is not significantly differentiated on the basis of their “first language”. This finding is true to the case of “VT errors” (Wiks’ Lambda: 0.962) or “SGA errors” (Wiks’ Lambda: 0.964). Thus, the hypothesis of the study is rejected.

**4. Relationship between the Extent of Grammatical Errors
in Business Correspondence Composition
and Language Learning Variables**

a. Exposure to Authentic Business Correspondence Materials and Extent of Verb Tense Errors in Business Correspondence Composition

There is no significant relationship between the students' exposure to authentic business correspondence materials and their extent of verb tense (VT) errors in business correspondence composition. This goes true across students' accounts in the different types of business correspondence namely, "Letter of Inquiry"; "Follow-Up Letter", and "Order Letter".

b. Extent of Writing Opportunities in Business Correspondence and Extent of Verb Tense Errors in Business Correspondence Composition

There is no significant relationship between the students' extent of writing opportunities in business correspondence and their extent of verb tense (VT) errors in business correspondence composition. This goes true across students' accounts in the different types of business correspondence namely, "Letter of Inquiry" "Follow-Up Letter", and "Order Letter".

c. Exposure to Authentic Business Correspondence Materials and Extent of Errors along Subject-Verb Agreement in Business Correspondence Composition

There is a significant or positive relationship between the students' exposure to authentic business correspondence materials and their extent of subject-verb agreement (SGA) errors in business correspondence composition. However, this finding goes true only in one type of business correspondence, i.e. "Order Letter". As to the two other types of business correspondence (i.e. Letter of Inquiry and Follow-Up Letter), no positive correlation was found.

d. Extent of Writing Opportunities in Business Correspondence and Extent of Errors along Subject-Verb Agreement in Business Correspondence Composition

There is no significant relationship between the students' extent of writing opportunities in business correspondence and their extent of subject-verb agreement (SGA) errors in business correspondence composition. This goes true across students' accounts in the different types of business correspondence namely, "Letter of Inquiry" "Follow-Up Letter", and "Order Letter".

5. Recommended Learning Activities that can help

Reduce Grammar Difficulties in Business

Correspondence Composition

The prototype learning activities serves as an instructional supplement intended to alleviate students' grammar difficulties in their composition of business correspondence. The target of the learning activities is the BSBA sophomore students. The research findings provide the theoretical framework on the contents of the activities, particularly the findings on: (1) students' exposure to authentic business correspondence materials; (2) students' extent of writing opportunities in business correspondence; and (c) students' extent of grammatical errors in their business correspondence composition (i.e. errors along verb tense and subject-verb agreement).

Conclusions

Based on the merits of the findings, the following conclusions are drawn:

1. The sophomore BSBA students are male and female, who have either "Tagalog, Pangasinan, or Ilokano" as their first language. They have a moderate to high frequency of exposure to authentic business correspondence materials within the school and outside the school. Depending on the setting, students encounter certain authentic business correspondence materials more frequently than the others. Moreover, they have moderate to high extent of writing opportunities in business correspondence within the "school setting" and "outside the school setting". Depending on the setting, students' opportunities to write certain types of business correspondence occur more frequently than the others. Finally, the students exhibit a "strongly positive" attitude towards business correspondence composition.

2. The students vary in their extent of errors along verb tense and subject verb agreement in their composition of certain types of business correspondence.

3. Students' sex and first language do not differentiate their extent of grammatical errors in business correspondence composition.

4. Exposure to authentic business correspondence materials and extent of writing opportunities in business correspondence are not significantly related to students' extent of "verb tense" and "subject-verb agreement" errors in business correspondence composition. However, exposure to authentic business correspondence materials is significantly related to students' extent of subject-verb agreement errors in composing order letters.

5. Learning activities that can alleviate students' grammar difficulties in their composition of business correspondence can be formulated based on inputs from the students'

language learning profile and the assessment of their grammatical errors in business correspondence composition.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby presented:

1. On the basis of the findings on the sophomore BSBA students' exposure to authentic business correspondence materials (within and outside the school), relevant mechanisms, policies, strategies, projects and activities are encouraged to be formulated or established by the school, with the joint initiative of the school management and the teachers, in order to further enrich the students' access to authentic business correspondence materials, as well as create more opportunities for them to practice business writing more frequently.

2. On the finding concerning students' extent of errors along verb tense and subject verb agreement in their composition of certain types of business correspondence, concerned teachers are encouraged to have their data bank and inventory of the common grammatical errors committed by students as bases for focusing their instruction on the pertinent English language rules that students are more challenged to grasp and deploy in their writing of business correspondence.

3. Future researchers may explore an alternative set of variables that can be hypothesized to differentiate students' extent of grammatical errors in business correspondence composition.

4. Future researchers may explore an alternative set of variables that can be hypothesized to relate significantly to students' extent of grammatical errors in business correspondence composition. Nevertheless, on this study's finding that "exposure to authentic business correspondence materials" is significantly related to students' extent of subject-verb agreement errors in composing order letters, this phenomenon can be exploited by teachers to maximize the beneficial effects of enhancing students' exposure to authentic materials in English which they adopt as auxiliary instructional materials.

5. On account of this study's output, which is a proposed set of learning activities aimed to alleviate students' grammar difficulties in their composition of business correspondence, this material is highly recommended for the use of the teachers of Business English, whether for the benefit of the institution of this study's research locale or other institutions. The material can be piloted to validate its potency as an intervention material or as an instructional supplement.

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MALL (Mobile-Assisted Language Learning)

Wows and Woes of ESL Teachers

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Bio-Profile:

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Abstract – This study aims to gather data and address inquiries on Filipino ESL teachers' experiences, benefits and challenges encountered while using mobile devices for language teaching and learning. This inductive grounded theory study was conducted to ten (10) English teachers of the Leyte Normal University in Tacloban City, Philippines. After their consent to participating in the study, a focus group discussion was conducted. Colaizzi's (1978) method was used to analyze data. Themes generated regarding mobile-assisted language learning (MALL) experiences, advantages, and setbacks were "Cellphone Apps", "Online Gold Mine", "Handy, Fast, and Easy Tool", "Fun Times", "Distractions and Doubts", "Connection Interruption", and "Teacher is in Control". This generated a theory on mobile device use as a tool in language teaching.

Keywords – ESL, Mobile-Assisted Language Learning, mobile device, technology, education, English, Colaizzi's method of analysis

Introduction

Mobile devices have become an essential part of an individual's everyday life. They serve different functions in the form of features and applications that accommodates the owners' needs. Mobile-assisted Language Learning (MALL) is an approach to language learning that is assisted or enhanced through the use of a handheld mobile device. MALL is a subset of both Mobile Learning (m-learning) and Computer-assisted Language Learning (Valarmathi, K. E., 2011).

In the 1980s, Twarog and Pereszlenyi, the first to use MALL, utilized telephones to provide distant language learners with feedback and assistance. MALL has been incorporated in various classrooms worldwide since then. A mobile learning environment may be a face-to-face, distant, online, self-paced, and calendar-based setting (Colpaert, 2004).

A study by Czerska-Andrzejewska in 2016 looked at mobile devices as extension for learning, where students are equipped with new capabilities given the new environment they are placed in. However, it was also important to note that there were some content and activity restrictions when using mobile devices, as in some cases they were deemed inappropriate for use. This showed how physical characteristics of mobile phones played a key role in making them useful and desirable in the learning process.

For ESL teachers, mobile devices have also been utilized for quite some time now. Having a multi-functional mobile device means numerous opportunities to teach, especially when teachers are able to explore these devices' features. However, they have also encountered challenges as they keep up with these mobile advancements.

Only a few studies have been conducted about mobile device experiences of teachers for language teaching and learning, thus, the need for this study. Guzman Martinez (2010) found out that a class is more attentive and the students are more interested in following the lesson carefully with the use of audio and video materials. The atmosphere was more relaxed and therefore more conducive to learning, and the students were more encouraged and motivated to learn from audio and video than to follow activities in a textbook.

Additionally, Woottipong's (2014) study exposed that students revealed that they were more interested in learning English if the teacher used English videos as teaching materials. Oh and Nussli (2014) examined perceptions of students and teachers towards the use of a 3D virtual environment in the online game Second Life, for language learning. Even if there were

identified challenges in using this technology, they also noticed how the virtual environment reduced their anxiety in speaking English.

Saran, M., Seferoglu, G., Cagiltay, K. (2009) in their study “Mobile Assisted Language Learning: English Pronunciation at Learners' Fingertips” found out that using mobile phones is effective in foreign language educations, more specifically with the use of mobile phone to improve language learner’s pronunciation of words. Additionally, Almudibry (2018) , in his study, found out that the use of mobile devices among EFL students in Saudi Arabia is seen as positive experience for learning the English language, especially in developing their listening skills.

The MALL Research Project Report (2009), as cited by Baleghizadeh and Oladrostam (2011), was a study focused on allowing students to use their mobile phones for conversations in Indonesian. This showed that there was a confidence boost among students in both listening and speaking when they used their mobile devices. This group of students were satisfied with the privacy and freedom that mobile device use offered, and even teachers were satisfied that they could listen to their students’ conversations, helping them identify their students’ language difficulties better.

The use of technology, then, should be meaningful and relevant in the classroom, in order for it to become helpful in facilitating learning. Even as teachers are aware of and use technological innovations, they still share varied points of view regarding its contributions to language teaching and learning. Thus, there is a need to not just enumerate the experiences of ESL teachers regarding mobile-assisted language learning, but to also explore more and in detail how their use of mobile devices has been rewarding or otherwise, in their teaching English.

Objectives

This study delved into the ESL teachers’ experiences of using mobile devices to assist the language teaching and learning process in the classroom.

Specifically, this study sought to:

1. describe the participants’:
 - a. experiences in using mobile-assisted language learning;
 - b. benefits of using mobile-assisted language learning; and
 - c. challenges of using mobile-assisted language learning.

2. Generate a theory of the participants' views on mobile-assisted language learning through inductive approach.

Methodology

Research Design

The design of the study is a qualitative grounded theory approach, which creates a theory from systematically obtained data culled from social research (Glaser & Strauss, 1998), guided by Trochim's inductive approach.

Research Environment

The study was conducted in Leyte Normal University, Tacloban City, to teachers from the Languages and Literature Unit, College of Arts and Sciences.

Participants

The ten (10) participants of the study are faculty members from the College of Arts and Sciences of Leyte Normal University, Tacloban City. No studies regarding mobile-assisted language learning have been conducted on these teachers from the Languages and Literature Unit.

Participant t	Age (yrs)	Sex
1	50	Male
2	38	Male
3	23	Female
4	23	Male
5	27	Male
6	22	Female
7	39	Female
8	40	Female
9	24	Female

Table 1 Profile of participants

Data Collection

The researcher conducted a focus group discussion and follow-up in-depth interviews to the English teachers. The participants were informed about the study, and after they gave their consent, audio recorders were used to document the conversations.

Coding and Categorizing Data

In analyzing the data collected, Colaizzi's (1978) seven steps to analyze an interview was used for the focus group discussion. This strategy provides assistance in extracting, organizing, and analyzing narrative dataset (Shosha, 2012). In extracting data, unnecessary words were eliminated to reveal the focus of respondents' statement, leading to common themes.

Ethical Considerations

The participants were first informed about the nature and purpose of the study before consenting to take part in the research. Participants were assured that all data collected will be kept confidential. A focus group discussion was administered to ten (10) ESL teachers to extract needed data.

Theory Generation Process

After a thorough rereading of the gathered data, common patterns and themes were identified from the transcript of the interviews and focus group discussion. Hypotheses were first drawn before the theory was generated.

Results and Discussion

Based on the data gathered, the following themes were extracted as regards ESL teachers' experiences of mobile-assisted language learning, benefits experienced, and challenges encountered:

Theme No. 1 "Cellphone Apps"

ESL teachers shared how they were able to use the various features of their mobile devices to help in carrying out their lessons. The dictionary application, which can be accessed

offline or without internet connection, voice recorder, camera, and file sharing apps are commonly used.

“...the use of Webster Dictionary could also be part of the discussion.” (P1)

“To name a few, dictionary, voice recorder in my Interactive English students, I require them to make audio journal. Grammar applications.” (P4)

“In some of my classes like language classes, I would recall allowing my students to use their mobile phones whenever I would ask them to look for a definition or a particular pronunciation for our lesson.” (P6)

“I was able to download a Microsoft Office App that enables me to utilize my phone as a remote control and a laser pointer at the same time. It doesn’t sound like much but it helps in facilitating instruction.” (P9)

“Last semester, in my language & literature assessment class, I tried to have a group activity more like a quiz bee type.” (P8)

“File sharing is an important, if not the most important feature of mobile devices in the classroom. I get to send documents directly to my students in soft copy whenever I am not able to provide physical copies of texts/selections.”(P9)

“For them somehow to, I mean, for note-taking purposes because instead of taking down notes and writing, they could use take pictures of the slides or presentations that I have.” (P2)

“For me, the common applications and features on the phone like the voice recorder, dictionary...”(P3)

Theme No. 2 “Online Gold Mine”

Mobile devices with internet connection allow teachers to access online applications that they can use for various tasks in the classroom. YouTube is used for video tutorials,

uploads, and downloads, Facebook for group chats or messages, and web browsers for mobile searching of lessons and topics for the day.

“So that’s it, one of the applications I’m also pretty much into is video tutorials. So I would download videos from YouTube, and I would also ask the students to check those videos on YouTube. And again the forum that we have on FB is what we use.”(P2)

“I do mobile searching in special occasions when there is a need to clarify information or topic.” (P10)

“I don’t know if Messenger could also be part of application because I use that in all my classes, I have group chat for every class so that would be easier for me to give them announcements and instructions, and other pictures. Just like right now, we’ll be having on Thursday, we’ll be having newscasting for my oral communication class and they’re supposed to send videos from BBC, CNN, Al Jazheera. They’re going to imitate the newscaster there, if not exactly, at least nearer to their enunciation and the intonation patterns and stress among others. So I have to listen to the video and watch the news there so that during the time that they will present, at least i will know if it’s nearer to the newscasting style or technique of the ones they have chosen. Or they may also send their own video with the same newscasting. That would be another part of the activity.” (P1)

“I created a forum via FB, from time to time i would give instructions then students should be able to access those instructions before coming to the class so that is my way somehow of connecting to them prior to the coming of the class.”(P8)

Theme No. 3 “Handy, Fast, and Easy Tool”

Mobile devices are preferred by ESL teachers because of portability, ease of use, and user-friendliness. ESL teachers also consider mobile devices as useful tools to maximize learning.

“As for me, I do allow my students to use such device because it’s really handy it’s well, portable and sometimes they take pictures of notes on the board instead of having it photocopied. They actually save money because of that as well and it’s actually helpful because we could take advantage of such thing because they have their devices and they could just bring it anywhere and they could take it out and read their notes.”(P3)

“it’s a tool that can help us deliver instruction effectively the students and I also encourage students to take advantage of the tool, to maximize the learning as well not just to enjoy or to play games or to have fun.” (P2)

“... cost-efficient. For example, they don’t anymore need to provide me a copy of their paper, they’ll just send to me soft copy of their paper.” (P4)

“for one, (mobile devices) are convenient...” (P6)

“Cellphones are a handy tool for information-seeking endeavors in the classroom. My mobile phone has access to internet, hence, I am connected to vast amount of information available in the net.” (P10)

“I think that it’s a lot accessible and beneficial on their part. Fast and easy...instruction, it’s making the task easier, it’s making the material very diverse. There a lot of options to choose from.” (P2)

Theme No. 4 “Fun Times”

Since mobile devices are full of features and functions, teachers can present students with alternative activities that are enjoyable and inviting. Exploring a mobile device’s applications allow teachers to meet the needs of their young students who evidently want an interactive way of doing things in the classroom.

“it’s really nice to see our students having fun using such devices especially if it’s successfully carried out and for example when I watch Hollywood movies about them seeing their classrooms, the kind of devices you see in their classrooms, you will really

imagine these would be really so nice and so great if I will be able to incorporate such thing inside the classroom.”(P3)

“Similarly, it’s also fulfilling for me especially if I could see my students get the correct answer like get the correct definition and access the relevant information specifically, analysis... So it’s fulfilling, it’s exciting, it’s very relevant and meaningful.”(P4)

“it’s interesting to most of the students because they don’t really want to do the traditional thingy with the presentation and all, they would want to have something which they are usually exposed to, like Facebook and all, that’s why it’s interesting for them.”(P6)

“For the students, it’s a lot more interesting, I think that’s the kind of generation that have today. So, I’d like to say that it helps them maximize learning because of the platform they have.” (P2)

“I have observed that technology in the classroom is a motivation in itself. Hence, I recommend teachers to create a positive stigma of mobile use in the classroom by providing activities where students could make use of their phones productively.” (P9)

“Activities can be made more interesting with the use of gadgets like cellphones. Last semester, in my language & literature assessment class, I tried to have a group activity more like a quiz bee type.” (P8)

“Easier to give instructions, announcements in Messenger, group chat.” (P1)

Theme No. 5 “Distractions and Doubts”

On the other side of the spectrum are the challenges that ESL teachers have encountered before and during use mobile devices for language learning. Some participants mentioned being uncertain if their students are still using mobile devices for the right reasons, or are simply getting distracted. Some participants mentioned not having enough knowledge, and even the right mood, to use all the opportunities brought by mobile devices.

“Because they might not be listening to the discussion.” (P1)

“There are times I don’t feel like using technology, depending on my mood. I sometimes don’t feel like I want to go through all the effort.” (P5)

“There’s still learning but they’re not doing it independently anymore. They’re not thinking for themselves. They’re just getting answers which are already prepared by some other people online and those answers might not be really true or correct or reliable. Information found in the internet is not really always reliable.”(P6)

“like coming up with games using mobile phones or whatever but I think, I don’t have the technical skill to do that.”(P2)

“However, problems like irrelevant activities such as texting/social media-ing/playing games are always a possibility if students are not managed properly.” (P9)

“Students do not dissect the text if it a soft copy. They are just active under the knowledge level questions. Under synthesis and analysis levels, they become silent and passive and get themselves busy browsing the text hoping for an answer to come out.” (P7)

“it’s quite suspicious that when they’re looking down on their phones, I’m not sure if they’re using Facebook or they’re really looking for the answers which are post by my questions.” (P6)

Theme No. 6 “Connection Interruption”

Even if ESL teachers would like to maximize mobile device use, the lack of internet connection is still a pressing problem. Most participants say they avoid using mobile devices, especially when they know there is limited connectivity. For ESL teachers, it is still best if all, not just most of their students can access content online using mobile devices.

“I have never tried letting my students use internet in the classroom. In the first place, we don’t have equal chances of getting the internet, so the internet is really low inside the classroom.” (P4)

“Inasmuch as I would like them to use internet in the classrooms, it just doesn’t happen because we don’t have WiFi at the ORC...” (P5)

“ However, because of poor internet connection, I resorted to using the ordinary quiz bee format.” (P8)

“Connection is a primary problem in this wireless era. It happened to me a few times already where I can’t seem to get my devices to connect together.” (P9)

“Our students don’t have internet connection. Even if you want to encourage and promote the use of the internet, our students still complain that they don’t have internet connection” (P1)

Theme No.7 “Teacher is in Control”

When the participants narrated their experiences in using mobile-assisted language learning, most of them shared the same sentiment that such devices are to be used as tools only, making the learning experience more engaging and enhanced. The ESL teacher and the use of mobile devices should have a collaborative relationship to facilitate language learning activities.

“In my case, I believe that being the teacher is always the master of the game in the classroom. By master of the game, I meant you set the rules in the classroom.” (P2)

“It’s more of instrumental to facilitate learning but the technology for me is still not everything. There are still other aspects of learning that need to be emphasized. But as teachers, it’s important for us to know that we cannot compete with technology and we should not compete with it because technology is our partner.” (P5)

“As a teacher, I totally see myself making use of my phone in the future in classroom instruction but to an extent where it only aids me. It should not do the teaching for me.”
(P9)

Mobile-assisted language learning is evidently used and enjoyed by ESL teachers as seen in themes 1, 2, 3, and 4. Hence, the first hypothesis is derived from those themes.

Hypothesis 1: ESL teachers use mobile devices in language teaching because devices are handy, easy to use, and makes tasks fun and interesting.

Proposition 1: ESL teachers are more productive when using mobile devices for language learning.

Challenges encountered by ESL teachers when using mobile-assisted language learning are noted in themes 5 and 6.

Hypothesis 2: ESL teachers do not use mobile devices in language teaching because their internet connection and equipment, classroom management and technological know-how are inadequate.

Proposition 2: ESL teachers become less productive when mobile devices present more challenges, than benefits.

Finally, theme 7 determines the role of the ESL teacher in mobile-assisted language learning.

Hypothesis 3: ESL teachers consider mobile devices as helpful tools in engaging learners, and enriching classroom experiences.

Proposition 3: ESL teachers are the masters of the classroom, equipped with necessary skills for effective language teaching.

Theory Generation

The hypotheses derived from the responses of the participants are the following:

1. ESL teachers have experienced various activities using mobile-assisted language learning.

2. ESL teachers utilize mobile devices because they are handy, accessible, and beneficial.
3. ESL teachers utilize mobile devices because they make classes fun and interesting.
4. ESL teachers encountered problems in connectivity and availability of resources.
5. ESL teachers lack knowledge in using mobile devices for teaching.
6. ESL teachers are uncertain how to manage the class when using mobile devices for language teaching in the classroom.
7. ESL teachers view mobile devices as a tool in teaching, which needs to be balanced with other important factors.

Hence, the theory generated out of the given hypotheses is to be known as the MD-AI, or the Mobile Device as Aid in Instruction Theory.

This theory states that a mobile device is beneficial, challenging, and considered a partner, not a substitute, of ESL teachers. The experiences shared by ESL teachers showed that they have profited from the use of mobile devices, and have also gone through various setbacks involving themselves and their students. The theory solidifies previous findings of studies like that of Ranasinghe and Leisher (2009) which stated that technology should assist the teacher in creating a collaborative learning environment. As these ESL teachers navigate their way into using mobile devices for language learning, they see that such devices present promising opportunities, but that they, the teachers, are still in-charge of exploring and experimenting with these opportunities to make them tailor-fit to their students.

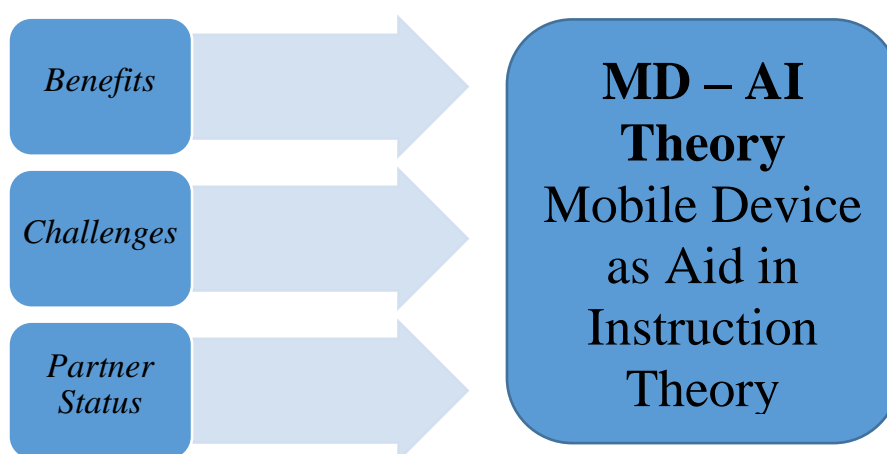


Figure 1. Conceptual Model of MD- AI Theory

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The Impact of EFL Senior High School Teachers' Performance in Papua, Indonesia toward the Students' English Learning Achievement

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Abstract

The study aimed at measuring the impact of EFL Senior High School (SHS) teachers' performance in Papua toward the students' English learning achievement. This quantitative study applied the cross-sectional survey research design that involved 186 EFL teachers and 475 Senior High School students who were selected using a multistage sampling technique. The questionnaire, observation, interview, and English test were used to collect the data. The data were analyzed using variance (ANOVA) statistical procedure through the use of the IBM SPSS statistic version 20 and the three-stage models of the qualitative data analysis. The result dealing with the effect of the EFL teachers' performance towards the students' learning achievement revealed that there was no influence of the EFL teachers' performance towards students' English learning achievement in which the probable value was 0.321 greater than 0.05 from the probability value used in this study ($0.321 > 0.05$). The performance of the EFL teachers in Papua, in general, was not very good. As for the instructional preparation, the EFL teachers have the lesson plan. However, these lesson plans were used as the administrative requirement for supervision. Hence, they were not used as the real plans of their teaching and learning activities. Ideally, the teaching and learning activities should be based on what the teachers have been planned so that they can perform effective teaching.

Keywords: Impact, Teachers' performance, English learning achievement

Introduction

Teaching is an intricate procedure which involves many people, and it is influenced by personal and social processes (Olsen, 2012). It instills the knowledge about learning, the people

who learn, the setting of the school and the instructional practices. It is the fundamental classroom skill required to present and direct the teachers in carrying out their lesson. From this notion, teaching can be referred to as an act of the teacher's performance. In order to have good performance in carrying out their lesson, besides teachers need to have and master the repertoire of approaches, methods, teaching techniques, procedures, and routines automatically or at their fingertips in which in the context of teaching a language, Richard (2011) proposes 8 steps that encompasses of how teachers start the lesson, introduce and explain the task, set up the arrangement of learning, check the understanding of the students, guide the student in practice, and monitor the language used by the students, make changes from one task to another and how to end or close the class, they must also have the ability to perform and carry out tasks that have been determined in specific context optimally, which is called as the knowledge-based for the teacher (Shulman, 1987; Cheng and Cheung, 20004) or the teacher competence (Slavick, 2008; Bin-Tahir & Rinantanti, 2018). Hence, if the language teachers have the knowledge-based and master the necessary teaching skills as proposed by the above scholars, then, the result of the language teaching and learning will be much better.

Now, what about the results of teaching and learning English as a foreign language in Indonesian schooling context? The teaching and learning English that has been implemented since tens of decades ago is not without problems (Rahayu, 2014; Rinantanti & Suhirman, 2018). Several studies indicate that the results of teaching and learning English are still less satisfactory (Kirkpatrick, 2007; Soepriyatna, 2012; Rinantanti et al., 2017). There are still many students who have learned English from grade four to university unable to communicate in English even though straightforwardly (Lengkanawati, 2004; Mattarima & Hamdan, 2011; Lie, 2007; Thalal, 2010). The unsatisfactory result of teaching and learning English in Indonesia is caused by many factors, and the Indonesian government has made many efforts to improve the quality of English language learning in this school. One of them is to launch a milestone in education reform in Indonesia with the launch of the Law on Teachers and Lecturers in 2005 and its implementation. This government policy sets teachers as professional educators. As professional educators, EFL teachers are required to have an academic qualification of at least Diploma IV or bachelor and master teacher competencies which include pedagogical, personal, social, and professional competencies, and for the EFL teachers, they are also required to have the "specific English language competence."

Besides mastering the four teacher competencies, teachers should also hold teachers professional certificate. The government held a teacher certification program in providing the teacher's professional certificate. If it is examined, the real plan and the purpose of this certification program are excellent. Yet, this program has not brought a significant effect in improving the knowledge and skills of the teachers, and neither with the EFL teachers in Papua.

Based on several studies dealing with the competence of EFL teachers and mapping of the competence and the performance of EFL teachers in Papua revealed the problem of absenteeism of teachers in teaching is as the main issue, especially in the remote area (Modow, 2013; Supardi, et al., 2012; Lumbantobing et al., 2012). Many teachers left the teaching job without apparent reasons. They have just let students learn by themselves or work on the task given without any control. Besides the absenteeism in teaching, these studies also revealed that teachers in SHS mostly have insufficient preparation of teaching (Supardi et al., 2012; Lumbantobing et al., 2012). The teachers in the area of understudied mainly rely on the textbooks used at schools and teaching are based on the textbook from the first chapter until the last. In line with these scholars, Yembise & Wigaty (2010) also assert that a large number of EFL teachers in Papua were textbook-oriented. Even if there are other sources used by teachers in teaching, it can be ascertained that the source was the students' worksheets. The teachers were not challenged to search or select another source that could be used for their teaching and learning process. Teachers thought that selecting material required the sophisticated technology devices in implementation at the process of teaching and learning in the classroom. In fact, it is not always the case. While speaking about the lesson plans that should be prepared and possessed by the EFL teachers those were just “copied or cut and pasted” lesson plans. Teachers simply copied from their colleagues within the group of teacher’s forum in Papua or out of Papua or downloaded from the internet. Teachers think that instructional lesson plans just the administrative requirement that should be prepared and submitted to the supervisor or principals of the schools.

Another study on the mapping of the teachers' competence in the three regencies (Merauke, Boven Digul, and Asmat) in Papua conducted by Sagisolo et al., (2012) reported that the ways of SHS teachers were presenting their instructions still applying the traditional manner that was lecturing. The teachers generally dominated the talk in the class and students were passive learners. The idea of student-center learning and autonomy learning are still very

far from them (Rinantanti, 2015). They very rarely applied to teach media and ICT. It is ironic because the teachers always claimed that they use various methods and techniques of teaching.

Understanding and mastering the theories and approach, methods, and technique of EFL teaching is pivotal for EFL teachers. Regarding this, Yembise (1994) in investigating the awareness of EFL secondary schools teachers on the theoretical and practical of the communicative approach in Irian Jaya (now Papua) revealed that the teachers' awareness of theoretical and practical relevance of the communicative approach was severely limited. Most teachers have difficulties comprehending the concept and do not extract the exact meaning of each concept. Concerning practice, her study revealed that EFL teachers do not reflect the theory in their teaching activities.

Reviewing the studies related to the competence of EFL SHS teachers in Papua aforementioned, the researcher assumes that the EFL SHS teachers in Papua do not understand well what EFL teacher competence is and what the effect of their lack of understanding of their competence. Accordingly, it is essential to investigate the issue of EFL SHS teachers' competence in Papua. For the initial step, the researchers attempted to explore more about the EFL teacher's performances in Papua in enhancing the Senior High School students achievement and giving the solution for the government and schools to overcome the English teaching and learning at Papua.

The significance of the Research

The present research investigates the competence of EFL SHS teachers in Papua. The results of this research contribute to our understanding of teachers' competence and the improvement of the quality of English, foreign language teaching not only at SHSs in Papua but also at SHSs in Indonesia in general. Theoretically, this study provides:

1. The insights about the ideal competencies that must be mastered by EFL of SHS Teachers in Papua that will suit the students and the local culture.
2. The significant information about how English teachers can develop their competence and professionalism.
3. The scholars or researchers will find this study useful, as it offers avenues for further studies in different settings and educational levels.

Practically, the study will be useful for:

1. Curriculum developer and teachers trainers as the results provide information about the cultural and educational background of the students, teachers, and educators in Papua.
2. English Teachers in Papua will find information and plans to acquire and develop professional competencies throughout their career.
3. This study contributes to an understanding of the development of effective teaching behaviors. This research can increase awareness which can help pre-service teachers to identify and prioritize the professional development that they need.
4. English Education Institutions or Teacher Collages. This research can be considered when reviewing and organizing both syllabus and course materials that are important for students teachers before they conduct their teaching practice and when they become a teacher.
5. Other stakeholders, as the findings of this research, will provide the profiles of being qualified teachers. This information can be used as the consideration in recruiting people who entered in the professional education field.

Review of Literature

The teacher is the spearhead of the educational activities and the creator of the leader in the future. The success or the failure of educational activities is primarily determined by their performance (Jalal et al., 2009). Performance can be defined as an act of accomplishing or executing a given task (Arvey, R.D & Mjrphy, 1998; Johnstone, 2009) and teacher performance can be described as the teachers' ability to combine relevant input for improving the process of teaching and learning (Okpala & Ellis, 2005). Darling-Hammond (2010), on the other hand, simply defines it as what teachers actually do in the classroom, while Badawi (2009) defines it as the teaching and learning activities are done by teachers both inside and outside the classroom. Hence, discussing about the EFL teachers' performance cannot be separated from how they prepare the lesson, select and develop the teaching and learning materials, make and apply the teaching aids, deliver the lesson, use the target language skills and prepare and administer the test as well as provide the feedback of the students' work.

Concerning this, Timperly et al., (2007) assert that teachers' performance is closely related to the students' learning outcome. Their performance is indeed associated with the process and the product of education. Therefore the performance of teachers is emphatic for the enhancement of the quality of education. While according to Artini (2010) and Boekaert (1998) teachers' performance can be influenced by their perception.

Several factors affect teachers' performance. According to Groundwater and Cornu (2002), teacher performance is affected by external and internal factors. The external factors include the expectations of the community, the particular school system in which the teachers are employed, the school itself, the culture, the parents and the students, the incentives. While the internal factor includes teacher's individual belief, preferred ways of thinking, acting and seeing the world, learners and learning. Similarly, Mary (2010) highlights the extrinsic and intrinsic motivations as the factors affecting the performance of the teachers. The extrinsic motivation of the teacher include rewards such as salary/wages/fees, free accommodation, compensation for free medical care, as well as allowances and the intrinsic motivation of the teachers includes profession satisfaction, pleasure in the field, recognition, control over other, the challenging and competitive nature of teaching, career development, and teaching as the primary goal in life.

According to Ahmed et al., (2012) factors that affect teachers' performance among others are aptitude, attitude, subject mastery, teaching methodology, teachers' characteristics, classroom environment, relations with students, preparation in planning, effectiveness in presenting the lesson, self-improvement, and teaching competence. In addition to the above factors, other factors that contribute to teacher's performance among others are satisfying the learners through their teaching style and quality. Apart from teaching, the performance of another assignment as assigned by the principle and department, management of class discipline, students' motivation and improvement of students achievement, the performance of their duty in a regular way, and interaction with students, parents, colleagues, and officials (Darling-Hammond, 2010). The teachers' performance can be measured by supervision of schools activities, regular and early reporting at school, adequate teaching preparation, general punctuality among others and participating in extra-curricular activities (Mary, 2010).

In the context of EFL teaching, teacher performance deal with how teachers teach the language skills (speaking, listening, reading, and writing), how they teach the language components (grammar, pronunciation, vocabulary) and how teachers can meet the students learning needs, how they can understand what each student should improve more (students weaknesses and strength) in learning English. Regarding what the teachers do in the classroom in order to function effectively Pastermark & Biley (2004) insisted that the teachers need to have both declarative and procedural knowledge. Declarative knowledge refers to knowledge about the content area the teachers are teaching whereas procedural knowledge refers to the

teachers' ability to do things in the classroom. Speaking about what teachers do in the classroom could not be separated from the teachers' teaching skills, managing the class, discipline and following the rules, and as well as building interpersonal relationships.

In order to perform effective teaching EFL teachers need to among others learn students' name, establish authority from the beginning, be overly prepared, always consider the learners' needs when preparing the lesson, be prepared to make changes to or scrap the lesson plan, find out what students already know, be knowledgeable about grammar, be knowledgeable about the students' culture, choose the textbooks or teaching materials very carefully, turn regular activities into games or competition, motivate student with variety, be enthusiastic, show interest in the students as individuals, allow opportunities to communicate directly with students, use humor to liven up the class, be sensitive to students, respect the learners, be fair and realistic in testing, and be reflective (Martin, 2017). Further, Martin also suggested that EFL teachers should not neglect useful vocabulary teaching, teach linguistics, leave the students in the dark, have pets, talk too much, and overcorrect.

Viewing what, how, and the factors that influence the teachers' performance, developing the EFL teachers' performance is very crucial.

Method

Research Design

This quantitative study attempted to examine the extent to which the performance of the EFL senior high school teachers in Papua affect the students' English learning achievement at present and as the data were collected at one point in time, therefore, applying cross-sectional survey research design was deemed appropriate. The application of quantitative survey research design is intended to provide causal explanations and make predictions about phenomena (Glense, 2006), describe the present condition of the population, and investigate the relationships and influences among variables (Gay & Airasian, 2000).

Population, Sampling Technique, and Sample of the Research

The population of this research was 302 EFL SHS teachers and 61978 SHS students of 29 townships/regencies in Papua province. In determining the sample of this study, the researchers applied a multi-stage sampling technique. Multi-stage sampling is combining different sampling methods. By combining different sampling methods, the researcher could

“achieve a rich variety of probabilistic sampling methods to fit a wide range of social research contexts” (Trochim, 2006: 55). Multistage sampling technique was adopted to select the sample of teachers. First, the researcher divided the regencies/townships into two categories; those were easy accessibility and uneasy accessibility areas. Easy accessibility regencies mean the regencies those were easy to be reached. The teachers, the sample can be seen in table 1 below.

Table 1. Total Number of EFL SHS Teacher Sample

No.	Easy	Σ	Σ	Uneasy	Σ	Σ
	Accessibility Regency			Accessibility Regency		
1	Biak Numfor	27	5096	Kepulauan Yapen	14	3016
2	Jayapura	33	7534	Nabire	36	6875
3	Kota Jayapura	54	9186	Merauke	22	5273
		114	21816		72	15164

The researchers selected 186 EFL SHS teachers in Papua consists of 48 male and 138 female teachers. There are 171 teachers with bachelor academic qualification and 15 teachers with master degree academic qualification. Besides, teachers’ teaching experiences are varied. For the student sample, the researcher took 475 SHS students (with the standard error of more than 5% from the student population). The student's sample was also selected randomly from both groups. The selection of the student sample was adjusted with where the English teacher who became the sample teacher following the six selected townships or regencies in Papua.

Instruments for Collecting Data

Under the present research design and the research question, the researchers applied five types of instruments to collect data. They were a set of self-constructed four-points Likert-type questionnaire, a test, an observation checklist, documentation analysis, and interview protocol. The construct and content validity of both the questionnaire and test have been done by the two experts from the State University of Makassar. Both of the instruments have been tried out to 31 non-sample SHS students to test the validity and the internal consistency of the items. The items were valid and reliable as the calculated of the *r-value* for both were more significant than the *r-table* (0.449), and the value of the reliability testing using Cronbach’s Alpha Split-half technique was 0.84.

Data Analysis Technique

Data of this research were analyzed quantitatively and qualitatively. Data on the effect of the teachers' performance and the students' learning achievement were answered by testing the hypotheses. In testing these hypotheses, the test and analyses of variance (ANOVA) statistical procedure through the use of the IBM SPSS statistic version of 20 was applied. The hypotheses were tested at the .05 level of significance. The data gained from the interview and the observations have been analyzed descriptively.

Results

The result of data analysis revealed that there was no influence of the teachers' performance towards the students' learning achievement in which the probable value was 0.321 greater than 0.05 from the probability value used in this study ($0.321 > 0.05$). Therefore, it can be stated that the hypothesis H_0 is accepted. In other words, there was no influence of the teachers' teaching performance towards the students' learning achievement in Papua. The influence analysis result of the teachers' teaching performance towards students' learning achievement can be seen in table 2 below.

Table 2

The Result Analysis of the Influence of Teachers' Teaching Performance towards the Students' Learning Achievement

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	55.081	1	55.081	.992	.321 ^a
Residual	8719.803	157	55.540		
Total	8774.885	158			

Source: The Result of Data Analysis, 2017

The teachers' teaching performance and the students learning achievement in Papua have a relationship whereby the value of the correlation coefficient was 0.079 with a coefficient of determination of 0.006. Hence, it can be stated that the size of the contribution of the teachers' teaching performance to the student learning outcomes is 0000%. The calculation result of the correlation coefficient and the determination of the variable of teachers' teaching performance towards the students learning achievement can be seen in table 3 below.

Table 3

The Result of the Correlation Coefficient and the Determination of Teachers' Teaching Performance towards the Students' Learning Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.079 ^a	.006	.000	7.45253

Source: The Result of Data Processing 2017

The analysis results also indicated that the influence of the teachers' teaching performance towards the students' learning achievement in Papua obtained the probability values was 0.321 from the probability value used in this study 0.000 ($0.321 > 0.000$). Hence, it can be stated that there was no influence of the teachers' teaching performance towards the students' learning achievement in Papua with a constant value (a) was 60.590. It indicated that if there was not an increase in the value of teachers' performance, then the value of the students' learning achievement was 60.590. The value of the significance of regression (b) was 0.070 which can be predicted that if there an increase in the value of the teachers' teaching performance, it will raise the effect of students' learning achievement as much as 0.070. The result of the regression analysis of the teachers' teaching performance towards the students' learning achievement can be seen in table 4 below.

Table 4

The Result of Regression Analysis on Teachers' Teaching Performance towards the Students' Learning Achievement

		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	60.590	3.501		17.307	.000
	Teachers Perform	1.430	1.436	.079	.996	.321

Source: The Result of Data Processing 2017

Discussion

According to the theory of second language acquisition, the students' EFL learning achievement is influenced by many factors. According to Ellis (2008), three main factors are affecting the students' English learning achievement, namely external, internal and individual differences factors. Several studies in the world such as conducted by Darling-Hammond (2005), Hermann (2010), Rivkin et al. (2005) and Kim (2005) and in Indonesia such as done by Lengkanawati (2005) indicated the relationship and the influence of the teachers' performance towards the students' achievement. However, the finding of the data analysis of this study revealed that there was no influence of the EFL SHS teachers' performance towards their students' English learning achievement in which the probable value was 0.321 greater than 0.05 from the probability value used in this study ($0.321 > 0.05$).

Although there is an indication of the relationship between the EFL SHS teachers' performance and the students' learning achievement, the relationship is relatively low with the correlation coefficient was 0.079 with a coefficient of determination of 0.006. Hence, it can be stated that the size of the contribution of the teachers' teaching performance to the student learning outcomes is 0.000%.

The analysis result also indicated that the influence of the teachers' teaching performance towards the students' learning achievement in Papua obtained the probability values was 0.321 from the probability value used in this study 0.000 ($0.321 > 0.000$). Hence, it can be stated that there was no influence of the teachers' teaching performance towards the students' learning achievement in Papua with a constant value (a) was 60.590. It indicated that if there was not an increase in the value of teachers' performance, then the value of the students' learning achievement was 60.590. The value of the significance of regression (b) was 0.070 which can be predicted that if there an increase in the value of the teachers' teaching performance, it will raise the effect of students' learning achievement as much as 0.070.

Based on the results of this analysis, it can be concluded that their EFL SHS teachers' performance does not influence the less satisfactory of the English learning achievement of the SHS students in Papua, but it may be influenced by the other external factors, internal factors, and the students' differences. Other external factors such as over-crowded classroom conditions, inadequate facilities and learning resources, curriculum and government policies that are not in line with students' conditions, family backgrounds and family supports as well as the cultural background of the students may be the cause of the poor performance of the

students' English learning achievement in Papua. In addition, the students' talents, motivation, interest, attitudes, expectations and the ways of learning English of each student can also affect the students' learning achievement. Ellis (2008) and Ballard and Bates (2008) also mentioned these factors as one of the factors affecting students' learning achievement. Likewise, Huang and Brown (2009) reveal that the influence of cultural factors on the students' academic performance. Regarding this, further research investigating causative factors that lead to poor English learning achievement of the students is needed to resolve the ways to improve the students' English learning achievement in Papua.

Conclusion

The performance of the EFL SHS teachers in Papua, in general, was not very good. As for the instructional preparation, the EFL teachers have the lesson plan. However, these lesson plans were used as the administrative requirement for supervision. Hence, they were not used as the real plans of their teaching and learning activities. Ideally, the teaching and learning activities should be based on what the teachers have been planned so that they can perform effective teaching.

Similarly, for preparing the media, teaching aids and other instructional materials resources and preparing the room for teaching and learning process. While the teachers' ability in opening the lesson was not so different from the teachers' instructional preparation. Teachers were not using their time effectively, nor applying various teachings methods that match the level of material difficulties, age, and abilities of the students. They were rarely integrating ICT for teaching and learning purposes, fostering students' initiatives and creativities and using various ways to motivate students as well as encouraging and providing opportunities for students to ask and providing feedback. Using various methods of teaching, media, learning materials following the students' characteristics and integrating ICT was mandatory for teachers in the instructional process so that the learning will be more fun and the objectives can be achieved optimally.

Implication

The results of this study indicate that the less satisfactory results of the English language learning of SHS students in Papua Indonesia are not mainly influenced by the performance of their EFL teachers, but are likely to be influenced by the other external factors and factors

within the student themselves. Therefore the efforts of improving the quality of English language learning in Indonesian schooling should not only focus on the improving of the teachers' performance through the implementation of teacher professional education programs, where teachers starting from early childhood education level, primary and secondary schools level are included in workshops on making the teaching and learning preparation (devices), practicing teaching and taking competency exams, but other efforts such as improving facilities and infrastructure for learning English (classrooms, learning facilities, language laboratories, and computers) are also very important. Another thing that is not less important is the effort to increase the motivation, interests, attitudes, and expectations as well as how to learn English in each student because the interview results also found that students who stated English was difficult and creepy. Therefore, always creating a pleasant atmosphere and establishing extra-curricular activities related to the use of English at all times such as speech contests and debates in English, writing contest, stories telling competitions and others are highly recommended.

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Literary Reading Comprehension Skills of Senior Students in Cagayan: An Assessment

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Abstract

This study assessed the reading literature comprehension skills in the five dimensions of the secondary senior students in the four types of schools in Cagayan. Specifically, it aimed to assess the extent to which the senior students display reading literature in the literal, inferential, critical, creative, and valuing-application dimension skills. It also looked into the reading literature skills senior students find most difficult and easiest and how often teachers develop reading literature skills in short stories and poetry, the problems they encountered in teaching reading literature skills. This study used the written achievement test to gather data from the student-respondents, and used a set of questionnaire for the eight reading literature teachers of the same sampled schools. The tests, using the short story and a poem, was administered personally by the researcher. The main instrument was an adaption from the Keleodscope Teachers Guide under the latest Mifflin Literature Readers. The simple frequency count and percentage distribution were used to treat the data. The weighted mean was used to treat data on how students and teachers perceived their reading literature skills. Standard Deviation was employed to assess the variation of scores or achievement of the senior students. The one-way analysis of variance was used to test the hypothesis, and the test of Means was used to test the difference in the variables under study. All senior students displayed very satisfactory performance in the literal dimension skills across all types of schools. However, they scored poorly in the literal, inferential, critical, creative and valuing-application dimension skills. They find the critical dimension skills the most difficult, and the literal dimension the easiest. The reading literature teachers the different dimension skills often and encountered problems like students having poor basic reading skills, poor basic literal

skills, and poor basic creative skills. The literature teachers are equipped with the necessary preparation, and majority of them grow professionally through attendance in trainings and workshops. In the light of this findings, the researcher concluded that secondary schools in Cagayan concentrate only on the development of the literal dimension skills. The other skills had not been developed. Therefore, students fail to appreciate and understand literary genre included in literature subjects. Students as well as teacher factors are attributed to this poor performance in reading literature. Schools should provide for the training needs and teaching materials and supplies. Administrators should only assign English teachers to teach reading literature and provide them with extensive and assistance –oriented supervision. On the other hand, reading literature teachers should strive to give equal attention and effort in developing the five-dimension skills among students and make use of literature classes in developing valuing-application skills. Finally, a subsequent and expanded study on the same nature should be undertaken on a division or regional level setting.

Keywords: comprehension, dimensions of comprehension, reading literature skills, teaching reading literature)

Introduction

The printed page opens its doors for students and readers that would have remained forever closed if they had not learned to read and enjoy the benefits that reading provides. Teachers have a responsibility of helping students to develop both the power and the desire to open those doors themselves. This is a responsibility that teachers regard as an opportunity but it is one that requires their best efforts.

Several developments have however brought about new approaches to the teaching of developing skills including comprehension and developing specific skills in reading literature, and to be exposed to the values inherent in literature. When the literature teachers aim to cultivate these skills, the students must be better able to cope with their other subjects. The general skills are found in the teaching of ideas such as finding the main idea, noting details, following sequence of events, predicting outcomes and other comprehension skills. Comprehension, or extracting meaning from what you read, is the ultimate goal of reading (<https://www.readnaturally.com/research/5-components-of-reading/comprehension>).

Comprehension skills, therefore, must be mastered in literature to be effectively taught, for they provide the literal comprehension, without which literature is meaningless.

Literature presents challenges for both the writer and the reader. The writer faces the challenge of putting ideas into words. The reader faces the challenge of understanding what the writer is trying to say. Similarly, the teacher faces the challenge of piloting the students in the adventure of reading fine literature, in travelling through time and space and worlds of the future.

In the Philippines where national leadership has given the challenge to educators and schools to rear the generation of citizens who must be imbued with an education that is value-oriented, who think of the country first before self, literature presents and sharpens the mind and enrichment of a peaceful, useful and productive and progressive daily living.

Given the assumption that literature in the Philippines is not just reading in high schools, the most important pre-requisites for effective teaching is the ability to read, understand and appreciate and apply to life the literary messages themselves. These are skills that take time and effort to master. There is no instant universal formula for acquiring them.

This study, therefore, is hoped to benefit all those involved and who participate in the nationwide effort to make literature a vehicle for acquiring and imbuing in students with all the comprehension skills. Educators, curriculum, policy and program formulators and implementers may use the findings of this study in improving the various aspects and components of teaching. Further, they may use the results in improving skills and methods of literature teachers, providing them instructional materials as well as facilities; improving the administration and supervision of teachers, and helping solve problems of both teachers and learners. In addition, this may challenge teachers to improve themselves, their teaching skills, knowledge, and resourcefulness, and they may realize their strengths and weaknesses and are egged to improve further. They may be provided with bases for bringing to their respective school heads and supervisors the findings and use them as a bargaining tool for instructional tools and assistance difficult to secure.

Literature students, knowingly and otherwise, may profit from the chain effects of this study. If administrators, supervisors, and literature teachers react and respond positively to the findings, conclusions, and recommendations emanating from the study, students will be assured of improved instruction.

Statement of the Problem

This study attempted to appraise the reading literature comprehension skills of senior students in selected and representative types of secondary schools in Cagayan. Specifically, it sought to answer the following the following:

1. To what extent do seniors display on the following reading literature comprehension skills?
 - 1.1 Literal Dimension
 - 1.2 Inferential Dimension
 - 1.3 Critical Dimension
 - 1.4 Creative Dimension
 - 1.5 Valuing-/Application Dimension
2. What reading literature skills do senior students find most difficult and easiest?
3. How often do teachers develop reading literature skills?
 - 3.1. in short stories
 - 3.2. in poetry
4. What problems have these teachers encountered in teaching reading literature?

Methodology

Research Design

The research approach used in this study was the descriptive method. For the results of the skills test, the descriptive statistics was used. The characteristics of sets of test scores were summarized. For the data on literature reading teachers to elicit, another set of questionnaire was used.

Respondents and Sampling Procedure

The subjects of this study were the fourth year students of the representative types of high schools. Out of the total of 1, 217 senior students of the selected schools, 429 seniors were selected in a systematic random sampling. The names of all the students composing the senior class were listed alphabetically. Then, the researcher computed on the basis number which is from the random sheet table resulting in 3.4. From this random sheet table, the researcher looked for the first number lower than 3 in the first digit going down. This led her to start with 2 counting with an interval of 3 until the required number of respondents was completed.

Locale of the Study

With appropriate official permission from the Division and School officials, the assessment was conducted in the following representative types of secondary schools in Cagayan, namely: CSU Piat Laboratory High School, Enrile Vocational High School, Solana Fresh water School of Fishery, Camalaniugan High School, Gosi High School, and Saint Louis University. The research sites were chosen on the basis of their curricular disciplines, accessibility, and their known standards of instruction.

Research Instrument

The main instrument used for gathering the needed data was the written test consisting of two parts. Part I was used to assess the senior students' acquisition of the different literature comprehension skills in a short story. Short stories help students to learn the four skills--listening, speaking, reading and writing--more effectively because of the motivational benefit embedded in the stories. In addition, with short stories, instructors can teach literary, cultural, and higher-order thinking benefits (Erkaya, 2005). It is made up of 37 questions aimed at recognizing different skills grouped into five dimensional levels. Part II is for poetry where a sonnet written by a Filipino author was utilized, with cultural undertones and using the Petrarchan rhyme scheme. Another simple questionnaire was used for the literature teachers for data on their educational profile, their use of modern comprehension skills development, and for eliciting data regarding problems they have been encountering in the teaching of literature.

Data Gathering Procedure

A number of steps were followed in gathering the data. First, permission was secured from the Principals of the research areas to float the questionnaire. The questionnaire was pre-tested before they were given to the students personally. During the test administration, the short story was distributed first, the questionnaire was given after twenty minutes. The students were able to answer within an hour. Another simple questionnaire was given to the literature teachers to gather their educational profile, their use of modern comprehension skills development, and the problems encountered in teaching reading literature.

Statistical Tools and Analysis

The statistical treatment of the data involved the use of the simple frequency count and percentage distribution. The computation of the weighted Mean was employed in the assessment of the extent by which the student-respondents as well as the teacher-respondents perceived their reading literature skills. The Standard Deviation was employed to assess the variation of the scores or achievement of the students. The one-way analysis of variance was used to test the hypothesis on the comparability of the Reading Literature Skills of senior students from the different types of secondary schools. The Mean was given a scale and adjectival values to describe each reading dimension skill obtained by every type of school. The range Scales were used, to wit:

RANGE	ADJECTIVAL DESCRIPTION
86 – 100	Very Satisfactory
72 – 85	Satisfactory
58-71	Fair
44 – 57	Poor
43 – below	Very Poor

The scale for teachers' questionnaire was given arbitrary weight of four to one:

RANGE	DESCRIPTION
3.25 – 4.00	Very Often
2.49 – 3.24	Often

1.75 – 2.48	Sometimes
1.0 – 1.74	Never

Results and Discussion

This study yielded the following results and the discussion made on these results.

A. On the Profile of the Respondents

Table 1. Sample seniors taken from each type of school

Type of H.S.	No. of Seniors	Nh*	Percentage
Laboratory High	299	120	27.97
Vocational High	272	112	26.11
Gen. Public High	366	123	28.67
Private High	280	74	17.25
Total	1, 217	429	100

Table 1 shows the sample sizes of subject students. A total of 429 seniors composed the samples population broken by school representation. There were seniors or 27.97 percent come from Laboratory High School; 112 or 26.11 percent from Vocational High Schools; 123 seniors or 28.67 percent come from General Public High Schools; and, 74 or 17.25 percent from Private High School. The General Public High Schools had the most number of senior subject respondents while the least was from the Private High School.

Table 2. Frequency and percentage distribution of teacher-respondents

Type of School	No. of Teachers	Percentage
Laboratory High	2	25
Vocational High	3	37.5
General Public High	2	25
Private High	1	12.5
Total		100

Of the eight teachers, two or 25 percent were from the Laboratory High Schools; 37 percent or three were from the Vocational High Schools; 25 percent were from the General Public High Schools; and, 12.5 percent from a Private High School. The Vocational High School was the only type of school with three respondents whose responses may differ.

B. On Reading Literature Comprehension Scores

Table 3. Over-all Mean in Reading Literature Comprehension Scores of Seniors Across Types of Schools

Type of School	Mean Score	Standard Deviaton
Vocational High Schools	20.89	7.83
Laboratory High Schools	23.68	7.48
General Public High School	23.93	7.14
Private High school	36.59	4.50
Over-all Mean Score	25.31	

Table 3 shows that private school seniors had better literary reading comprehension skills than the other groups of seniors. They obtained a mean score of 36.59. They have outperformed the other seniors from the other types of schools. In the individual test conducted on reading literature, the seniors from private high school did well in almost all the dimensions except for creative dimension where they obtained the lowest mean score. The comparison between the overall reading literature scores of students from the different type of schools shows that the mean scores of Private school senior students in reading literature significantly differed from the mean scores of senior students from the other types of secondary high schools.

The survey on the profile of the teacher-respondents revealed that 25 percent of them have units in Master of Arts in English course; 25 percent finished their Master of Arts in Education. However, three of them did not pursue any graduate nor related course. This means that out of the eight, 37.5 percent have remained stagnant without new ideas on teaching reading literature. As to trainings, 37.5 percent or three teachers attended the Trainors Course in Secondary Education Development Program; one teacher-respondent or 12.5 percent took part in the Training on Strategies in Teaching English. Another one or 12.5 percent attended

the Training on Teaching English as a Second Language on Reading, but three respondents or 37.5 percent did not attend any training. It is assumed that three teacher-respondents have not grown professionally in teaching English and Literature through trainings. It means further that the three teachers missed new ways and concepts derived from attending training courses and seminars.

C. On the Extent of Development of Reading Literature Dimension Skills

The test revealed that the over-all category weighted mean of 3.23 indicates that the teachers develop literal dimensions skills often. Very often developed are identifying characters and supporting details. Often developed are recognizing supporting details and recognizing details. Sometimes developed is getting word context meaning. This confirms that the results of the assessment test reveals that schools develop literal dimension skills commonly. It also confirms that Poor result of the students' achievement in word context meaning. The test on inferential dimension skill reveals that teachers developed among their students only often. This has become a factor in the poor performance of the students in their test under this dimension. On critical dimension, often developed are skills in comparing and contrasting characters, recognizing parts of a plot, knowing the purpose of the titles, knowing the use of the first paragraph, recognizing the main characters introduced, point of view of the narration, imagery and rhyme scheme. The creative reading literature dimension skills are also only often developed by the teachers with the over-all category weighted mean of 3.0. Finally, on developing valuing-application skills, the over-all weighted category mean is also 3.0 which reveals that reading literature teachers only often develop recognizing the theme or personal philosophy of the poet and recognizing the theme of the selection. This result is very much familiar with the results of the study of Malana (2018) where she also tested comprehension among second year students in college which revealed that many of the respondents were just satisfactorily proficient in comprehension.

D. On the Problems Encountered by Teachers

The teachers found the following problems ranked according to their frequency of encounter as the primary setback in their efforts to develop reading literature skills. Students

have poor basic reading skills, poor basic inferential skills, poor integrative skills, poor basic literal skills, poor basic understanding skills, and poor basic creative thinking skills. Problems 1, 2.5, and 5 confirm the very poor results of the test on the different dimensions. All these problems are justifications for the poor assessment performance results of the test.

Conclusions

From the findings of this study, the following conclusions are arrived at:

1. Secondary senior students in different school types have varying reading literature comprehension skills. Private schools seniors have better reading literature comprehension skills than the seniors from the general public, laboratory and vocational schools.
2. Secondary schools in Cagayan limit their teaching on the development of literal dimension skills, yet the development is only to an above average level.
3. Comprehension skills in the inferential, critical, creative, and valuing-application dimensions are not aggressively pursued. This has resulted in the poor comprehension skills of students in interacting with the printed page.
4. Senior students found all critical dimension skills the most difficult and the literal the easiest.
5. The non-development and under-development of the different dimensions were perceived by teachers to have been due to poor basic reading skills, poor inferential skills, poor integrating skills, poor understanding and poor basic creative skills. However, Guo (2012) said, literature already incorporates much simplified reading material that would encourage even beginners to engage in extensive reading.
6. Teacher factors include lack of training for new reading literature trends and stagnant teacher professional growth.

Recommendations

Based on the findings and conclusions, the following recommendations are offered:

1. Administrators should enhance reading literature teaching skills through schooling, attendance in seminars, trainings on teaching English, attendance in institutes in English and assistance of the schools.
2. Administrators should assign only teachers who are English majors to teach reading literature.
3. Schools should provide adequate teaching needs like textbooks, supplies and materials.
4. Teachers should develop among their students and strengthen early the basic reading skills in all comprehension dimensions.
5. With the stress on values orientation, reading literature teachers should make use of literature classes in developing valuing-application skills.
6. Krashen (2011) specifies a crucial need for continuous research in this area in support of the inclusion of extensive reading in the EFL curriculum. A subsequent and expanded study on the same nature undertaken on a division or regional setting, therefore, is in place.

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Awareness of Metacognitive Reading Strategies among the Public Elementary School Teachers in Lal-Lo

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Bionote

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Abstract

Reading skills play a crucial role in the life of every individual as reading is required for academic tasks in schools and on the job. Increasingly, being a proficient reader and speaker in more than one language is imperative to navigate this global economy. Researches had found out that readers with varying reading skills use different reading strategies.

The present study aimed to examine the metacognitive awareness of reading strategies of the public elementary school teachers in Lal-lo. This study deemed an important issue to be dealt with to enable teachers to improve the reading skills of their pupils.

If the teachers are aware of the metacognitive reading strategies, they could use such strategies to help their pupils develop good habits in reading, which would eventually increase their reading comprehension skills.

It employed the descriptive correlational design with a questionnaire as the instrument in eliciting data among the 218 public elementary school teachers in Lal-lo. Descriptive statistics was used to describe the profile, printed reading materials available and their extent of reading the learning materials, level of metacognitive reading awareness, and metacognitive reading strategies of the respondents. T-tests and Analyses of Variance were utilized to determine the difference of the awareness of the respondents and Pearson Product-Moment Correlation for its relationship to their profile variables.

The study revealed that the teachers have equal awareness on the different reading strategies and they usually do or apply the different reading strategies. Furthermore, exposure to printed reading materials is the only factor that affected the teachers' awareness on the different reading strategies.

Keywords: awareness, metacognitive reading strategies, cognitive reading strategy, problem-solving reading strategy, support reading strategy, public elementary school teachers, Lal-lo

Introduction

Study Background

Metacognitive awareness is non-linear process in and it plays a crucial role in allowing teachers to top into the students' mental processes when reading academic-related materials. Research has found that readers with varying reading skills use different reading strategies (Tierney & Readence, 2000). These strategies tend to be similar when reading in one's native (L1) and foreign languages (L2), but preliminary research has found that one's awareness of using these strategies may differ across languages (Carrell, 1989; Rajoo & Selvaraj, 2010; Sheorey & Mokhtari, 2001). This type of awareness is often referred to as metacognition, the thinking of one's thinking throughout the reading process (Flavell, 1979), and is a documented aspect of reading success among bilingual students (Jiménez, García, & Pearson, 1996). In order for English as a Foreign Language (EFL) students of all ages to develop this type of metacognitive awareness, their teachers should possess such an awareness and be able to instruct students on how to use reading strategies. In the past, Applegate and Applegate (2004) have argued that teachers should enjoy reading in order to instill the appreciation of reading in their students. The phenomenon of teacher disliking to read has been likened to the Peter Effect, which states that "one cannot give what one does not possess." Similarly, EFL teachers (and

public elementary school teachers) without metacognitive awareness of their own reading strategies may not be able to effectively facilitate the development of such strategies among their prospective pupils. Hence, this study was conducted to determine the level of awareness of the metacognitive reading strategies among the public elementary school teachers in the municipality of Lal-lo.

Some correlation studies show the use of metacognitive strategies to positively correspond with academic achievement. The findings of Batang (2015) on metacognitive study awareness and reading comprehension of prospective pre-service secondary teachers state that the pre-service secondary teachers reading comprehension level is significantly related to the metacognitive strategies they apply in understanding text in English. Those who apply effective strategies in reading had higher comprehension level in reading.

On the other hand, findings of the study of Pascual (2017) reveal that interest in reading, and exposure to media were significantly related to the prospective ESL teachers' reading comprehension performance. Moreover, the average time spent to read the text was also significantly related to their reading comprehension performance.

The present study aimed to examine the metacognitive awareness of reading strategies of the public elementary school teachers in Lal-lo. This study is deemed an important issue to be dealt with to enable teachers to improve the reading skills of their pupils.

If the teachers are aware of the metacognitive reading strategies, they could use such strategies to help their pupils develop good habits in reading, which would eventually increase their reading comprehension skills.

Furthermore, most of the basic subjects taught use English as a medium of instruction.

Study Objectives

Generally, the study aimed to determine the metacognitive awareness of reading strategies among the public elementary school teachers in Lal-lo. Specifically, it sought to determine the profile of the public elementary school teachers of Lal-lo in terms of age, sex, civil status, language spoken, highest educational attainment, monthly income, and exposure to reading materials. It likewise determined their metacognitive awareness towards reading strategies along global reading strategies, problem solving strategies and support reading strategies; the strategy they are most and least aware of, the difference of their metacognitive reading strategies awareness when grouped according to profile variables and the relationship

between their metacognitive awareness towards reading strategies and their select profile variables.

Significance of the Study

The major purpose of this study was to determine the metacognitive awareness of reading strategies among the public elementary school teachers of Lal-lo Central District.

This study may be helpful to the DepEd administrators and language planners as it provides the factual information about the awareness of metacognitive reading strategies of the teachers in the elementary level. This may encourage them to exert more efforts in improving the teachers' skills like redirecting the policies, redesigning the training curriculum, adjusting the training plan, etc., thereby, improving their administrative and supervisory programs.

This study may also be beneficial to the curriculum designers as they can use the study findings as a need analysis in designing the training curriculum, in preparing the teaching guides, the course, the materials that are appropriate in the teaching of reading.

This study can also serve as a good reference to the reading teachers. As they are made aware of the different metacognitive reading strategies, they will know what specific area in reading they should enhance. Thus, they will apply appropriate teaching methodology/strategy to enhance the effectiveness of the teaching and learning of reading.

By becoming aware of reading strategies, students may be able to determine their strengths and weaknesses in terms of reading comprehension, they will become more active in looking for and applying the appropriate reading strategies to help improve their own reading comprehension skills.

This study may also serve as a basis to the future researchers who plan to conduct studies in similar topic. It provides reliable insights on the reading awareness strategies and data for other relevant research studies.

Methodology

Research Design

The study used the descriptive correlational design to identify the teachers' metacognitive awareness of reading strategies. The teachers' profile and their metacognitive awareness of reading strategies were reviewed and described. This study determined whether the awareness of reading strategies among the public elementary school teachers differ when

grouped according profile variables and to determine whether the factors like students' profile correlate with their metacognitive awareness of reading strategies.

Locale of the Study

The study was conducted at the different public elementary schools situated at the Lal-lo Central District namely, Catayauan Elementary School, Cambong Elementary School, Dalaya Elementary School, Paratum Elementary School, Bagumbayan Elementary School, Cagoran Elementary School, Sta. Theresa Elementary School, Binag Elementary School, Tualana Elementary School, San Mariano Elementary School, and Dagupan Elementary School; at Lal-lo North District Elementary Schools such as San Antonio Elementary School, Masingal Elementary School, Eduardo Batalla Elementary School, Fusina Elementary School, Naguillan Elementary School, Cullit Elementary School, San Juan Elementary School and Bical Elementary School; and at Lal-lo South District such as Alagia Elementary School, Bangag Elementary School, Bicud Elementary School, Cabayabasan Elementary School, Catugan Elementary School, Logac Elementary School, Lalafugan Elementary School, Malanao Elementary School, Magapit Elementary School, San Lorenzo Elementary School and Sta. Maria Central Elementary School.

Respondents and Sampling Procedure

The 218 public elementary school teachers of the identified schools above were the respondents of the study. Purposive sampling technique was used to determine them.

Research Instrument

The main instruments used in gathering data were a questionnaire and the metacognitive awareness of reading strategies. The questionnaire elicited information on the teachers' profile like age, sex, civil status, language spoken, highest educational attainment, monthly income and exposure to media. The metacognitive awareness of reading strategies adopted from the Metacognitive Awareness Reading Inventory (MARSI) developed by Mokhtari and Reichard (2002) as cited by Pascual (2017) was used. The MARSI was composed of 30 statements identifying the metacognitive awareness of reading strategies categorized as global strategy, problem solving and support strategy.

Data Gathering Procedure

A written permission to conduct the study among the identified elementary schools was secured from the office of District Supervisor. Upon approval, permission was sought from the principals of the respondent schools in order to obtain full cooperation from the teachers. When permission was granted, distribution of the questionnaires was done.

The questionnaires were personally administered to elicit reliable data and additional information. Teachers were asked to accomplish the questionnaires honestly and completely to ensure reliability of results. The questionnaires were retrieved immediately as soon as the teachers finished answering them.

Analysis of Data

For the descriptive part of the study, frequency counts, percentages and weighted means were used. For media exposure, the three-point scale was used as shown below:

Numerical Equivalence	Numerical Equivalence	Adjectival Equivalence
3	2.34 – 3.0	Always
2	1.67 – 2.33	Often
1	1.0 – 1.66	Sometimes

The five – point scale was used for the metacognitive awareness of reading strategies of the teachers. The adjectival equivalence of each of the categories is given as:

Numerical Equivalence	Adjectival Equivalence
5	Always or almost always do this
4	Usually do this
3	Sometimes do this
2	Do this only occasionally
1	Never or almost never do this

For the relationship between the profile of the students and metacognitive awareness towards reading strategies, the Pearson Product Moment Correlation (Pearson r) was used

Discussion of Findings

Profile of the Respondents

Table 1 presents the distribution of the respondents in terms of their profile variables. It shows that in terms of age, 54 or 24.77 percent of them aged 37 to 41 and 44 or 20.18 percent of them aged 32 to 36. The average age of the respondents was 41.86 with a standard deviation of 9.40. This indicates that they were in their late middle age.

As of their sex, 194 or 88.99 percent of the respondents were female and 24 or 11.01 percent of the respondents were male. This shows that the public elementary teachers at Lal-lo were female dominated.

The civil status shows that 198 or 90.83 percent of the respondents were married and 17 or 7.80 percent were single. This indicates that the respondents have families to support.

It shows that 141 or 64.68 percent of them had Masteral units and 65 or 29.82 percent were Masteral graduates as their highest educational attainment. This shows that most of the teachers are seeking for professional growth.

In terms of their monthly income, 104 or 47.71 percent received 22,000 to 25,999 and 33 or 15.14 percent received 18,000 to 21,999. However, 59 or 27.06 didn't declare their monthly income. It indicates that most of the teachers received ample amounts to finance the basic needs of their families

Table 1

Distribution of respondents in terms of their profile variables

Variable	Frequency (n=218)	Percentage
Age		
57 – 64	20	9.17
52 – 56	20	9.17
47 – 51	23	10.55
42 – 46	30	13.76
37 – 41	54	24.77

32 – 36	44	20.18
27 – 31	24	11.01
22 – 26	3	1.38
Mean = 41.86	SD = 9.40	
Sex		
Female	194	88.99
Male	24	11.01
Civil Status		
Married	198	90.83
Single	17	7.80
Widowed	3	1.38
Highest Educational Attainment		
Masteral Graduate	65	29.82
With Masteral Units	141	64.68
College Graduate	12	5.50
Monthly Income (in peso)		
38,000 and Above	1	0.46
34,000 – 37,999	6	2.75
30,000 – 33,999	5	2.29
26,000 – 29,999	5	2.29
22,000 – 25,999	104	47.71
18,000 – 21,999	33	15.14
14,000 – 17,999	3	1.38
10,000 – 13,999	2	0.92
No response	59	27.06

Exposure to Printed Reading Materials

Evident in Table 2 is the availability of reading materials to the public elementary school teachers. It can be gleaned that 214 out of 218 had reference books followed by textbooks with 211 respondents who had it. The least number or 138 had pocket books as reading materials.

This finding shows that the public elementary school teachers had reading materials that are related and useful in their profession.

Table 2

Availability of reading materials.

Reading Materials	Frequency (n=218)	Rank
Reference Books	214	1
Textbooks	211	2
Dictionary	200	3
Bible	199	4
Magazines	196	5
Newspaper	184	6
Journals	175	7
E-books	152	8
Pocket Books	138	9

*multiple response

Extent of Reading the Printed Learning Materials

Table 3 shows the public elementary school teachers' extent of reading the learning materials. It can be seen that they always read materials such as reference books (2.63) and textbooks (2.63). These materials are important in their profession. They often read the Bible (1.80) and dictionary (1.77); and sometimes read e-books (1.65), magazines (1.57), journals (1.56), newspapers (1.43), and pocket books (1.40).

As reflected in Table 2, these reading materials were available to the respondents and they often read them as indicated by the overall weighted mean of 1.83.

Table 3

How often the respondents read the materials

Reading Materials	Weighted Mean	Descriptive Value
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Reference Books	2.63	<i>Always</i>
Textbooks	2.63	<i>Always</i>
Bible	1.80	<i>Often</i>
Dictionary	1.77	<i>Often</i>
E-books	1.65	<i>Sometimes</i>
Magazines	1.57	<i>Sometimes</i>
Journals	1.56	<i>Sometimes</i>
Newspaper	1.43	<i>Sometimes</i>
Pocket Books	1.40	<i>Sometimes</i>
<hr/> Over-all Weighted Mean = 1.83 (Often) <hr/>		

Legend:

Weighted Mean	Descriptive Value
2.34-3.00	Always
1.67-2.33	Often
1.00-1.66	Sometimes

Level of Metacognitive Reading Awareness

It can be gleaned in Table 4 the level of metacognitive reading awareness of the public elementary school teachers in terms of the different reading strategies. In terms of their global reading strategies awareness, they usually do the following: they have a purpose in mind when they read (4.18); they think about what they know to help them understand what they read (4.04); they use context clues to help them better understand what they are reading (4.14); check to see if their guesses about the text are right or wrong (3.96); preview the text to see what it is about before reading it (3.96); think aloud to determine whether the content of the text fits their reading purpose (3.85); skim the text first by noting characteristics like length and organization before they read (3.76); decide what to read closely and what to ignore (3.83); use tables, figures, and pictures in the text to increase understanding (3.82); use typographical aids like bold face and italics to identify key the information (3.78); critically analyze and evaluate the information presented in the text (3.74); check understanding when come across conflicting

information (4.18); and try to guess what the material is about when they read (4.04). The category mean is 3.91 which means that the public elementary school teachers usually do or apply the metacognitive reading strategies while reading texts and they are aware of the global reading strategies.

Pascual (2019) supports this finding as she found out that the prospective ESL teachers usually used their global reading strategies to understand their reading texts as manifested in the overall weighted mean of 3.68.

Furthermore, as of their problem-solving reading strategies awareness, the public elementary school teachers usually do the following: they read slowly but carefully to be surely understand what they are reading (4.02); try to get back on track when they lose concentration (4.12); adjust reading speed according to what they read (4.05); when the text becomes difficult, they pay closer attention to what they are reading (4.02); try to picture or visualize information to help remember what they read (4.00); when the text becomes difficult, they re-read to increase understanding (4.09); try to guess the meaning of unknown words or phrases (3.91); and stop from time to time and think about what they are reading (3.63). The category mean is 3.98 and it indicates that the public elementary school teachers usually do them; hence they are aware of the problem-solving reading strategies.

Pascual's (2019) study also supports the findings of the present study as manifested by the overall weighted mean of 3.67, which shows that the students usually used their metacognitive problem solving reading strategies while understanding a given text. She reiterated that when students apply their metacognitive awareness of the different reading strategies, they most likely succeed in understanding their reading texts and in accomplishing their reading tasks.

Table 4

The level of metacognitive reading awareness of the respondents in terms of their reading strategies.

Metacognitive Reading Strategy	Weighted Mean	Descriptive Value
Global Reading Strategy		
1. I have a purpose in mind when I read.	4.18	<i>Usually do this</i>
2. I think about what I know to help me understand what I read.	4.04	<i>Usually do this</i>
3. I preview the text to see what it is about before reading it.	3.96	<i>Usually do this</i>

4. I think aloud to determine whether the content of the text fits my reading purpose.	3.85	<i>Usually do this</i>
5. I skim the text first by noting characteristics like length and organization before I read.	3.76	<i>Usually do this</i>
6. I decide what to read closely and what to ignore.	3.83	<i>Usually do this</i>
7. I use tables, figures, and pictures in the text to increase my understanding.	3.82	<i>Usually do this</i>
8. I use context clues to help me better understand what I am reading.	4.14	<i>Usually do this</i>
9. I use typographical aids like bold face and italics to identify key the information.	3.78	<i>Usually do this</i>
10. I critically analyze and evaluate the information presented in the text.	3.74	<i>Usually do this</i>
11. I check my understanding when I come across conflicting information.	4.18	<i>Usually do this</i>
12. I try to guess what the material is about when I read.	4.04	<i>Usually do this</i>
13. I check to see if my guesses about the text are right or wrong.	3.96	<i>Usually do this</i>

Category Mean = 3.91 (Usually do this)

Problem Solving Reading Strategy

1. I read slowly but carefully to be sure I understand what I am reading.	4.02	<i>Usually do this</i>
2. I try to get back on track when I lose concentration.	4.12	<i>Usually do this</i>
3. I adjust my reading speed according to what I read.	4.05	<i>Usually do this</i>
4. When the text becomes difficult, I pay closer attention to what I am reading.	4.02	<i>Usually do this</i>
5. I stop from time to time and think about what I am reading.	3.63	<i>Usually do this</i>
6. I try to picture or visualize information to help me remember what I read.	4.00	<i>Usually do this</i>
7. When the text becomes difficult, I re-read to increase my understanding.	4.09	<i>Usually do this</i>
8. I try to guess the meaning of unknown words or phrases.	3.91	<i>Usually do this</i>

Category Mean = 3.98 (Usually do this)

Support Reading Strategy

1. I take notes while reading to help me understand what I read.	3.82	<i>Usually do this</i>
2. When the text becomes difficult, I read aloud to help me understand what I read.	3.83	<i>Usually do this</i>
3. I summarize what I read to reflect on important information in the text.	3.84	<i>Usually do this</i>
4. I discuss what I read with others to check my understanding.	3.94	<i>Usually do this</i>
5. I underline or circle information in the text to help me remember it.	3.83	<i>Usually do this</i>
6. I use reference materials such as dictionaries to help me understand what I read.	4.18	<i>Usually do this</i>
7. I paraphrase (restate ideas in my own words) to better understand what I read.	3.86	<i>Usually do this</i>
8. I go back and forth in the text to find relationships among ideas in it.	3.96	<i>Usually do this</i>
9. I ask myself questions I like to be answered in the text.	3.76	<i>Usually do this</i>
Category Mean = 3.89 (Usually do this)		

Over-all Weighted Mean = 3.91 (Usually do this)

Legend:

4.20 – 5.00	Always or almost do this
3.40 – 4.19	Usually do this
2.60 – 3.39	Sometimes do this
1.80 – 2.59	Do this only occasionally
1.00 – 1.79	Never or almost never do this

Finally, their awareness on support reading strategies shows that they usually use reference materials such as dictionaries to help understand what they read (4.18); take notes while reading to help understand what they read (3.82); when the text becomes difficult, they read aloud to help them understand what they read (3.83); summarize what they read to reflect on important information in the text (3.84); discuss what they read with others to check understanding (3.94); underline or circle information in the text to help in remembering it (3.83); paraphrase (restate ideas in own words) to better understand what they read (3.86); go back and forth in the text to find relationships among ideas in it (3.96); and ask questions they like to be answered in the text (3.76). The category mean is 3.89 and it means that the public

elementary school teachers usually use and are aware of the metacognitive support reading strategies.

The overall weighted mean of 3.91 indicates that the public elementary school teachers usually use and are aware of the different metacognitive reading strategies. On the whole, the public elementary school teachers are aware of the global, problem solving, and support strategies as they read. Related to this assertion is Sheorey and Mokhtari's (2001) theory that metacognitive awareness applied to reading is the knowledge of the readers' cognition relative to the reading process and the self-control mechanisms are used to monitor and enhance comprehension. Further, Karbalaei (2010) found out that the subjects in both groups reported a similar pattern of strategy awareness while reading academic texts although the two student groups had been schooled in significantly different socio-cultural environments. Regarding the difference existing among both groups, Indians reported more awareness and use of global, support and total metacognitive reading strategies. Iranian students reported no significant difference in using problem-solving reading strategies. Similarly, Illustre (2011) found out that problem solving reading strategies correlated positively with text comprehension. The students using this strategy relatively obtained higher scores in the reading tasks. Further, active beliefs about reading were positively correlated with text comprehension. Hence, metacognitive problem solving reading strategies contributed to text understanding.

Metacognitive Reading Strategies

The different metacognitive reading strategies used by the respondents are gleaned in Table 5. It can be seen that the most frequently used strategies were: to have a purpose in mind when reading (4.18); and to use reference materials such as dictionaries to help in understanding what they read (4.18) which belong to global and support reading strategies, respectively. It was supported in Table 2 and 3 that the public elementary school teachers had dictionaries and often used them.

However, the least frequent was when they stop from time to time and think about what they are reading (3.63). Findings imply that the global and support reading strategies are very useful to the public elementary school teachers in their reading activities.

Table 5

The different metacognitive reading strategies used by the respondents

Metacognitive Reading Strategy	Weighted Mean	Rank
(G)I have a purpose in mind when I read.	4.18	1.5
(S)I use reference materials such as dictionaries to help me understand what I read.	4.18	1.5
(G)I use context clues to help me better understand what I am reading.	4.14	3
(P)I try to get back on track when I lose concentration.	4.12	4
(P)When the text becomes difficult, I re-read to increase my understanding.	4.09	5
(P)I adjust my reading speed according to what I read.	4.05	6
(G)I think about what I know to help me understand what I read.	4.04	7
(P)I read slowly but carefully to be sure I understand what I am reading.	4.02	8.5
(P)When the text becomes difficult, I pay closer attention to what I am reading.	4.02	8.5
(P)I try to picture or visualize information to help me remember what I read.	4.00	10
(G)I preview the text to see what it is about before reading it.	3.96	11.5
(S)I go back and forth in the text to find relationships among ideas in it.	3.96	11.5
(S)I discuss what I read with others to check my understanding.	3.94	13
(P)I try to guess the meaning of unknown words or phrases.	3.91	14
(S)I paraphrase (restate ideas in my own words) to better understand what I read.	3.86	15
(G)I think aloud to determine whether the content of the text fits my reading purpose.	3.85	16
(G)I check to see if my guesses about the text are right or wrong.	3.84	17.5
(S)I summarize what I read to reflect on important information in the text.	3.84	17.5

(S)When the text becomes difficult, I read aloud to help me understand what I read.	3.83	20.5
(S)I underline or circle information in the text to help me remember it.	3.83	20.5
(G)I decide what to read closely and what to ignore.	3.83	20.5
(G)I check my understanding when I come across conflicting information.	3.83	20.5
(G)I use tables, figures, and pictures in the text to increase my understanding.	3.82	23.5
(S)I take notes while reading to help me understand what I read.	3.82	23.5
(G)I try to guess what the material is about when I read.	3.79	25
(G)I use typographical aids like bold face and italics to identify key the information.	3.78	26
(G)I skim the text first by noting characteristics like length and organization before I read.	3.76	27.5
(S)I ask myself questions I like to be answered in the text.	3.76	27.5
(G)I critically analyze and evaluate the information presented in the text.	3.74	29
(P)I stop from time to time and think about what I am reading.	3.63	30

Legend:

(G) >> Global Reading Strategy

(P) >> Problem Solving Reading Strategy

(S) >> Support Reading Strategy

Difference between the Level of Problem Solving Reading Strategy Awareness of the Respondents and Their Profile Variables

The difference between the levels of problem-solving strategy awareness of the respondents when grouped according to their profile variables is shown in Table 7. It shows that when grouped by variables sex, civil status, and highest educational attainment, the level of problem solving awareness of the respondents have no significant difference.

Table 6

The difference between the level of problem solving reading strategy awareness of the respondents when grouped according to their profile variables

Variables	Mean	S.D.	t-value	Probability	Statistical Inference	
Sex						
Female	3.9800	.57684	.077	.939	Not Significant	
Male	3.9896	.55157				
Civil Status						
Non-Married	3.9750	.51395	.050	.960	Not Significant	
Married	3.9817	.57969				
Source of Variation	Sum of Squares	Df	Mean Square	F-ratio	Probability	Statistical Inference
Highest Educational Attainment						
Between Groups	.524	2	.262	.797	.452	NS
Within Groups	70.695	215	.329			
Total	71.219	217				

Findings imply that regardless of the sex, civil status and educational attainment of the public elementary school teachers, their awareness of the different problem solving strategies does not differ. It means further that whether the teacher is male or female, single or married, has undergone post graduate education or not, their awareness of the problem solving strategies does not vary.

Difference between the Level of Metacognitive Global Reading Strategy Awareness of the Respondents and Their Profile Variables

Table 6 presents the difference between the levels of metacognitive global reading strategies awareness of the public elementary school teachers when grouped according to their

profile variables. It was found out that when grouped by variables sex, civil status, and highest educational attainment, the level of awareness of the global reading strategies of the public elementary school teachers have no significant difference. Findings imply that regardless of the sex, civil status and educational attainment of the public elementary school teachers, their awareness of the different global reading strategies does not differ. It mean further that whether the teacher is male or female, single or married, has undergone post graduate education or not, their awareness of the global reading strategies does not vary.

Table 7

The difference between the metacognitive global reading strategy awareness of the respondents when grouped according to their profile variables

Variables	Mean	S.D.	t-value	Probability	Statistical Inference	
Sex						
Female	3.8898	.45164	.012	.990	Not Significant	
Male	3.8910	.43391				
Civil Status						
Non-Married	3.9808	.47279	.949	.344	Not Significant	
Married	3.8808	.44647				
Source of Variation	Sum of Squares	Df	Mean Square	F-ratio	Probability	Statistical Inference
Highest Educational Attainment						
Between Groups	.851	2	.426	2.135	.121	NS
Within Groups	42.847	215	.199			
Total	43.698	217				

Difference between the Level of Support Reading Strategy Awareness of the Respondents and Profile Variables

Table 7 shows the difference between the levels of support reading awareness of the public elementary school teachers when grouped according to their profile variables. It can be gleaned that when grouped by variables sex, civil status, and highest educational attainment,

their level of awareness of the support reading strategies have no significant difference. Findings imply that regardless of the sex, civil status and educational attainment of the public elementary school teachers, their awareness of the different support strategies does not differ. It means further that whether the teacher is male or female, single or married, has undergone post graduate education or not, their awareness of the support reading strategies does not vary.

Table 8

The difference between the levels of support reading strategy awareness of the respondents when grouped according to their profile variables

Variables	Mean	S.D.	t-value	Probability	Statistical Inference	
Sex						
Female	3.8940	.60859	.278	.781	Not Significant	
Male	3.8565	.72785				
Civil Status						
Non-Married	3.9889	.62220	.748	.456	Not Significant	
Married	3.8798	.62164				
Source of Variation	Sum of Squares	Df	Mean Square	F-ratio	Probability	Statistical Inference
Highest Educational Attainment						
Between Groups	.789	2	.394	1.022	.361	NS
Within Groups	82.911	215	.386			
Total	83.699	217				

Relationship between the Level of Metacognitive Reading Strategies Awareness and Select Profile Variables

The correlation results between the level of metacognitive reading strategy awareness of the public elementary school teachers and their profile variables is presented in Table 9. It

appears in the table that variables age, sex, civil status, and highest educational attainment have no significant relationship with their level of metacognitive reading awareness.

However, it can be seen that their exposure to printed reading materials has r-computed of 0.180 with a probability of 0.008 when related to global reading strategy awareness; has r-computed of 0.147 with a probability of 0.031 when related to problem-solving reading strategy awareness; and has r-computed of 0.188 with a probability of 0.005 when related to their support reading strategy awareness. This means that their exposure to printed reading materials has a significant relationship with their level of awareness to the metacognitive reading strategies. It means further that the more frequent the teachers read learning materials, the more aware they are in their metacognitive reading strategies.

Likewise, the study of Takallou (2011) on the effect of metacognitive strategy instruction on EFL learner's reading comprehension performance and metacognitive awareness revealed that text plays a significant role in students' reading comprehension. The students performed better in authentic texts. Further, the experimental group's awareness to metacognitive reading strategies significantly increased after instruction.

Table 9

Correlation results between the metacognitive reading strategies awareness and select profile variables

Variables	r-computed	Probability	Statistical Inference*
Global Reading Strategy Awareness and			
Age	0.040	0.562	<i>Not Significant</i>
Sex	0.007	0.913	<i>Not Significant</i>
Civil Status	0.003	0.960	<i>Not Significant</i>
Highest Educational Attainment	-0.085	0.211	<i>Not Significant</i>
Exposure to Printed Reading Materials	0.180**	0.008	<i>Significant at 0.01</i>
Problem Solving Reading Strategy Awareness and			
Age	0.105	0.121	<i>Not Significant</i>
Sex	0.003	0.963	<i>Not Significant</i>
Civil Status	-0.064	0.344	<i>Not Significant</i>

Highest Educational Attainment	-0.121	0.075	<i>Not Significant</i>
Exposure to Printed Reading Materials	0.147*	0.031	<i>Significant at 0.05</i>
Support Reading Strategy Awareness and			
Age	0.105	0.123	<i>Not Significant</i>
Sex	-0.016	0.813	<i>Not Significant</i>
Civil Status	-0.051	0.456	<i>Not Significant</i>
Highest Educational Attainment	-0.093	0.173	<i>Not Significant</i>
Exposure to Printed Reading Materials	0.188**	0.005	<i>Significant at 0.01</i>

Conclusions

The public elementary school teachers are very aware of the metacognitive awareness reading strategies which they use in reading a text. They have similar awareness of the global, problem solving and support reading strategies when grouped by sex, civil status and educational attainment.

The more the teachers are exposed to printed reading materials, the more frequent they use their metacognitive awareness reading strategies.

To improve English instruction in the elementary grades, English teachers should emphasize on metacognitive strategies to process a reading text. In teaching reading, teachers should use reflective thinking in eliciting from the pupils their metacognitive strategies while they read in order to determine focus in scaffolding them to be better readers. Related to this, teachers must be made aware of the different metacognitive awareness reading strategies to aid them in their reading instruction. Also, reading assessment should jibe with the metacognitive approaches of teaching to arrive at congruency with how reading is taught and assessed. Further, teachers must encourage pupils to use both printed and online reading activities to develop their reading and other macro communication skills and public elementary school English teachers should design activities that would enhance the reading skills of pupils.

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